

*The* **AGRICULTURAL EDUCATION** *Magazine*

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*Featuring—Professional Preparation  
and Improvement*

# The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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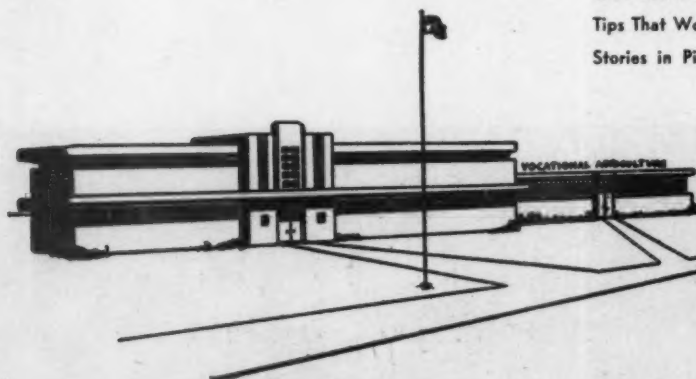
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# Editorials

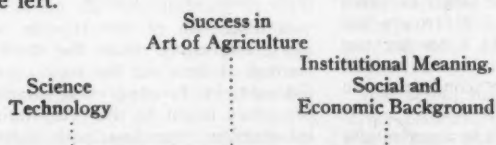
## A Needed Emphasis In Teacher Education

W. HOWARD MARTIN, Teacher Education, University of Conn.

A teacher of vocational agriculture is largely oriented to problems centered in a community. (Community, in this case, refers to people served by a school district.) The community view of the teacher's job represents a big advance over early emphasis on knowledge with little reference to its application in solving human problems. It places a high value on cooperative effort to insure resource use consistent with the goals. The face to face associations of community living are seen as providing personal satisfaction and contributing to common goals and good will among men. The continued growth and recognition of vocational agriculture are evidence of strength in the community view. It is therefore important to retain the community orientation in programs of teacher education.

Teachers of vocational agriculture have a responsibility which extends beyond the community served. Decisions made and actions originated away from the community are playing a part of growing importance in the lives of farm people. Low farm income farmers, low farm income, unstable prices, conservation, weather disasters and other farm problems extending over many communities are receiving national and world-wide attention. At the community level there is little prospect for independent solutions to these problems even though their impact upon farm families and rural community life is conceded. There is a tendency, in referring to these issues, to resign in favor of "letting the government do it." To adopt this attitude means that instruction in vocational agriculture gives little attention to developing effective understanding of problems which extend beyond the community. Without understanding farmers cannot effectively present their case to fellow citizens, nor can they develop an informed judgment as to agricultural policy alternatives.

How then might education for teaching vocational agriculture be modified to secure the larger community perspective? T. H. Eaton in *Education and Vocations* outlines content of vocational preparation with scientific and technological aspects of the vocation on one side of the art of vocation and the institutional, economic, and social implications on the other side. The larger community view requires more emphasis on the institutional, economic, and social problems. For purposes of illustration, the foregoing may be conceived in terms of a balance: the balance is now tipped to the left.



In terms of the analysis, teacher preparation and improvement programs may benefit from adjustments like the following:

- (1) Provide more opportunity for work in soci-

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## Experience Tells Us--

CARL H. HUMPHREY, Supervisor, Missouri

Adequate preparation of instructors of Vocational Agriculture cannot be over emphasized. When we stop to think that Vocational Agriculture instructors have over 375,000 "prospective" farmers under their supervision and guidance, plus thousands of young and adult farmers, the instruction which they provide "had better be right."

There has been a lot of discussion about a five-year training program for instructors of Vocational Agriculture. Some states have tried this program. Since we have not used this type of training program in our State, I am not in a position to say whether it is the correct solution to the problem or not. I am quite sure however that just a fifth year in the College of Agriculture would not assure adequate professional preparation for all instructors of vocational agriculture.

Most young men preparing to be instructors of Vocational Agriculture do not realize the problems with which they will be confronted until they are actually on the job. Of course they get some very valuable and practical experience during the period they are doing their student teaching in local departments of Vocational Agriculture but it would be folly to assume that many of the actual problems which will confront them the first year of teaching will come up or can be arranged for in the four, six or eight weeks period which they spend in the local school. This being the case, the only logical solution to this problem would seem to me to be more in-service training for beginning teachers conducted by the district supervisors assisted where possible by members of the Teacher Training department. (I do not mean to infer that the beginning instructors have all the problems.)

Before we get the "cart before the horse," or should we say the "wagon before the tractor," let us think a little farther about the pre-service training program. Most important of all is to make it definite, practical and applicable. One good 2 or 3 hour course in History, Philosophy and Theory would certainly be ample. A sound philosophy of Vocational Education will have to be applied to all courses or our efforts will be fruitless. Graduate students are able, to a degree, to trade experience, and with proper and alert guidance of the teacher trainer to develop solutions to their problems, but undergraduates need more specific and definite suggestions. They need to determine from their studies that there is more than one way to do a certain job, but they also need to be informed which is the easiest, best and most efficient way for them to start. I am a firm believer in the idea that all trainees should be instructed that "this is the way you should attack a certain problem the first year you teach Vocational Agriculture. After a year or two of teaching you may want to revise your procedure in light of your experience." This gives the beginner something concrete to work with and does not leave him to "flounder" around wondering where and how to start.

I believe all trainees have an opportunity to receive adequate training in technical agriculture. However, it

(Continued on page 173)



More attention should be given to - - -

## Selecting, training and supervising special teachers

LLOYD J. PHIPPS, Teacher Education, University of Illinois



Lloyd J. Phipps

**V**OCATIONAL agriculture teachers are finding that an increasing percentage of the farmers in their communities are interested in organized and systematic instruction in agriculture. It appears that the more instruction in agriculture the farmers of a community receive, the more they desire.

Former high school pupils now farming desire young and adult farmer courses. Veterans who have been enrolled in the Institutional On-Farm Program often desire additional training on a less intensive basis. Adult farmers are becoming more aware each year of their need for organized and systematic instruction as a means of keeping abreast of the rapidly changing technology of agriculture.

Schools are meeting this increased demand for more young and adult farmer courses in several ways. Some schools are freeing their teachers of vocational agriculture from certain responsibilities so that they can definitely " earmark " time for young and adult farmer work. Other schools are establishing multi-teacher departments of vocational agriculture so that teacher-time will be available for young and adult farmer programs.

Some schools, however, have already taken from their teachers of vocational agriculture all possible unnecessary responsibilities, and they do not yet feel that the demand for adult farmer education is sufficient to justify multi-teacher vocational agriculture departments. These schools, where they are permitted by state regulations, are often employing part-time special teachers to offer additional young or adult farmer courses. The special teachers employed are individuals who are qualified for teaching by experience and training, but may not be qualified for a teacher's certificate for high school vocational agriculture instruction.

Since they often are not specifically trained for teaching, their selection, training, and supervision may be a problem.

### Selection of Special Teachers

Ideally, a special teacher providing courses for adult farmers should be highly trained in the technical phases of agriculture which he teaches. He should have had successful experience in farming, as well as successful experience as an adult teacher. Often, however, it is

not possible to obtain a man thus trained. It is necessary, therefore, in selecting special teachers to look carefully for other qualities that indicate probable success. Of the many qualities generally desired in teachers, there are a few that seem to be particularly important for a special teacher of adult farmers. They are:

1. Training or experience of a quality that commands for him the initial respect of the adult farmers.
2. Enough time free from other jobs to do the job of teaching for which he is employed, and a willingness to spend the necessary time to do the job well.
3. Ability to conduct discussions.
4. Ability to develop sensitiveness to problems.
5. Ability to use community facilities in teaching.
6. Ability to meet and work with people.
7. Enthusiasm for farming.

In looking for a special teacher, it is of prime importance to eliminate from consideration those who may not command the initial respect of the community and the adult farmers. For example, a farmer in a community may have had the necessary training, but if his farming activities do not command the respect of the community, he would probably not be very successful as a teacher. The amount of time that a prospective teacher has available to spend in teaching and his willingness to spend the full time necessary to do a good job are important considerations. For example, there may be someone in a local community who is capable of doing an excellent job, but his other employment activities may be such that he does not have time available to spend on teaching. Or he may be the type of individual who would slight his teaching in order to give more time to his regular job.

The ability to conduct a discussion is important. A traditional type of teaching, modeled after much of the teaching that is given in high school and in college, is particularly obnoxious to adults.

Ability to develop sensitiveness to problems is closely related to the qualification just discussed. By sensitiveness to problems is meant the ability to "point up" the problems the adult farmers will face and are facing. If a teacher can analyze and clarify problems, he will have less difficulty in conducting an activity and discussion program.

Ability to use facilities in a community to lighten the technical training offered will to a large extent determine whether a program is practical. This implies the ability to meet farmers and obtain their whole-hearted cooperation in providing their farms as laboratories for the class-

room work. The farms of the community are necessary to demonstrate, "point up," and clarify farming problems and their solutions.

Enthusiasm for farming is a trait that is catching and which builds the morale of a class group. It would also presuppose a favorable attitude for in-service training in teaching.

Ability to meet and work with people is of great importance. A special teacher will have to be able to work with other agencies of agriculture, and with landlords as well as farmers. Criticism can be expected. Since it is a publicly financed program, everyone will assume it is his prerogative to see that it is operated in a manner he considers appropriate.

### Training and Supervision of Special Teachers

Often the use of special teachers offers a school its first opportunity to conduct a really effective program of adult farmer education in agriculture. If done properly, it will be a large step forward. If done badly, it can set adult farmer education back many years. Since some of the special teachers employed will not be as well qualified as we may wish them to be, maximum effort must be expended on in-service training and supervision.

Special teachers often need help with the following kinds of teaching activities:

1. *Organizing classroom work.*
2. *Evaluating their teaching.* A special teacher will need to spend a minimum of effort on pencil-and-paper tests, and a maximum of effort on evaluation as indicated by changes in desires, attitudes, and farm practices adopted.
3. *Providing for individual differences.* The amount of difference in individuals in a class of adult farmers is often very great. Many regular, experienced teachers of vocational agriculture have difficulty with this problem.
4. *Promoting class discussion.* A special teacher often has to learn that the best way to start a discussion is by considering a real life problem. For example, most of the young farmers in a young farmer program would be interested in the problem—"Should I start in farming and if I do, what is the best way to become established?" A discussion of the advantages and disadvantages of starting into farming at the present time would probably result. If the group decided to begin farming, the discussion would probably then center around the various methods of becoming established—as a renter, share-cropper, partner, hired man, or an owner.

A discussion of this type is usually more interesting than the traditional method of handling the topic of establishment in farming. The traditional procedure might be the presentation of information regarding such topics as the following:

- a. What are the methods of getting started in farming?
- b. How much capital is needed to start in farming?

(Continued on page 173)



c. What is the economic outlook in farming?

5. *Seating arrangement.* If discussion procedures are planned, seating should be arranged so that all members of the class and the chairman are able to face each other.

6. *Using multigraphing machines.* Extra copies of teaching materials will be needed and the help of the school principal is often needed in the solution of this problem.

7. *Promoting classroom activities of a funtional nature.* A few suggestions, such as the following, to special teachers of ways of introducing purposeful activities in their classes often produce good results:

- a. Soil testing
- b. Sheep shearing
- c. Worming
- d. Docking and castrating lambs
- e. Feed mixing
- f. Milk testing, sediment test, butter-fat

8. *Managing behavior problems.* Special teachers will need to realize they are dealing with adults, and that they had better first examine their teaching procedure when they have trouble.

9. *Using supervised study.* For many adult farmers much of the study of the literature of farming will have to be supervised study. A special teacher needs to visualize supervised study as a process of studying with the adults and of giving individual help.

10. *Providing assignments.* Assignments cannot be of the traditional type. They must consist of presenting, "pointing up," and clarifying practical farm problems.

11. *Teaching farm skills*
12. *Keeping records*
13. *Coordinating the classroom program with farm work*
14. *Using panels and forums*
15. *Using demonstrations in teaching*

A regular, fully qualified teacher of vocational agriculture is usually given the responsibility of supervising and providing the in-service training for the special teachers of adult farmers. Some of the techniques vocational agriculture teachers have used successfully in supervising and providing in-service training for special teachers are as follows:

1. Assisting in planning the content of the courses.

2. Meeting with the special instructors frequently and discussing teaching methods, class organization, safety precautions, sanitary measures, and standards of workmanship.

3. Providing adequate teaching materials, aids and devices.

4. Visiting the first meeting of each course and introducing the instructor when he is not known by the group, explaining purpose of the course, and explaining the general plans for conducting the meetings.

5. Visiting classes as frequently as possible in order to give the special instructors any help needed.

6. Assisting the special teachers to develop a sound publicity program for their courses.

Some of the ways special teachers

have used to obtain help in improving their teaching are as follows:

1. Conferring with vocational agriculture teachers who have had experience in teaching adult farmers.

2. Conferring with other special teachers.

3. Studying the field trip techniques of vocational agriculture teachers who have been particularly successful in developing good supervised farming programs.

4. Attending the general advisory council meetings of the vocational agriculture department.

5. Using advisory committees composed of class members. These committees may be used to advise in the organization and development of the program.

6. Studying the literature on adult education.

7. Studying the literature of agriculture, and attending conferences, demonstrations, and short courses in agriculture.

8. Visiting adult education classes being conducted by vocational agriculture teachers.

9. Attending conferences and short courses for special teachers of adult farmers. □

## Experience Tells Us - - -

(Continued from page 171)

seems to me that most of them do not have an opportunity to learn to do many of the things they will have to teach their boys to do. For example, castrating animals, clipping dairy cows, preparing livestock for show, treating seeds for diseases, many farm mechanics jobs, etc. We all realize it is impossible to provide instructional experiences in all of these jobs during pre-service training. Therefore, again I say, in-service training is the only logical answer.

In-service training in these fields can best be done on a workshop basis in some local Vocational Agriculture departments. Such arrangements can be made by the Supervisor working with a group of instructors and the Subject Matter Specialist of the Teacher Training department. There are many technicians working with various companies who can and are very anxious to render assistance in conducting such workshops. As I write this article a workshop on "Spray Painting" is being conducted in one of our local departments for about twenty local instructors. The instruction in the workshop is being provided by representatives from a spray-paint equipment company and a paint company. We have held many such workshops on the subjects of farm motors, farm wiring, welding, using concrete, tractor maintenance, etc.

Instructors may also improve themselves professionally by attending summer school and working toward advanced degrees. Any time spent working toward an advanced degree before an instructor has had at least two or three years teaching experience is time wasted. It would be a step in the right direction if our graduate schools would refuse

to accept teachers who want to work toward an advanced degree before they have had actual teaching experience.

No teacher should be granted an advanced degree until he has completed five or more years of teaching. An inexperienced applicant for an advanced degree does not have the practical knowledge of the problems of the teaching profession in his particular field for him to gain the maximum benefit from his graduate study while working toward his advanced degree.

I would like to emphasize again the importance of this instruction being on a practical rather than theoretical basis. Experience has shown that the non-credit workshop type of instruction gives the instructors much more usable information than they receive while completing requirements for advanced degrees.

To continue to improve our program of Vocational Education in Agriculture we need to be concerned about not only our pre-service and in-service training for teachers, but to do all we can to improve working conditions, salary and other factors that help to determine the desire on the part of our instructors for advanced training and professional improvement. In order to make such improvements and advancements we must have only one program agreed upon and planned by teacher trainers, supervisors and instructors. This can only be accomplished by a close working relationship between the teachers' organization, teacher training staff and supervisory staff. Toward this goal we must all work. □

## A Needed Emphasis - - -

(Continued from page 171)

ology, economics, farm policy and similar courses.

(2) Provide training in developing and teaching units of a type appropriate to treatment of issues and problems like those indicated.

(3) Provide for a reduction in fields of technical competency expected of individual teachers, as multiple teacher departments increase.

(4) Provide informal discussions on the program of vocational education in agriculture, its goals, policies and means. (Emphasis on curriculum revision.)

Leadership in agricultural education is helping to shape policies for agricultural education. Whether some adjustment or no adjustment is made, leadership is involved in a policy decision which affects the lives of farm families and indeed the lives of all. Those involved in teacher education in agriculture, whether at the college or state department, have a strategic opportunity to influence future direction and development of agricultural education. This is only one of the many questions involving policies of general concern in which their leadership is expected. □

The Great Lakes carry more than two thirds of all the inland transport in the United States, points out a new survey of the Twentieth Century Fund.

# Training the other half

**Don't overlook the importance of the Vo-Ag teacher's wife**

E. M. JUERGENSEN, Teacher Education, University of California



E. M. Juergenson

**B**EHIND every successful man is an interested woman, or at least so goes the saying. No one doubts, however, the importance of a wife and her contributions to the well being and success of a teacher in a community. This is especially important to the agriculture teacher in a rural community where home life and school life are so closely associated with the community.

Formerly, it was the exception to the rule to have married student teachers with family responsibilities. Present day trainees, perhaps as a result of military training, etc., not only are often married but may have children as well. Therefore, it is a very desirable part of the training program that wives should be well informed on their husbands' occupation. Such items as duties of a teacher, time off, location of employment, and a host of other facts and information are necessary for wives to know in order to foster the smooth integration of the family of an agriculture teacher going into a new community for their first job. In many cases the agricultural position for which the new teacher and his wife will be applying will be the first real job they have ever applied for in their lives. Therefore, the problems encountered are very real, both from the standpoint of a new teacher and those of a young couple just starting in life. In addition, not only is vocational agriculture new to many wives, but rural life itself may be a new experience to them, so that the need for proper indoctrination and help is apparent.

## How It Works

Proof of the importance and logic of this was demonstrated when the wives themselves of the trainees in agricultural education at the University of California banded together and organized a group composed of wives of agricultural education majors and practice teachers. From the outset the group has been enthusiastic and successful in meeting their goals. They set up as the purpose of the organization three ideas:

To prepare intelligently for their futures as wives of vocational agricultural teachers and to better understand the professional problems of their husbands.

To promote and strengthen the bonds of friendship among the families of the students majoring in Agricultural Education.

To lay the foundation for closer ties between wives of teachers of Vo-

ational Agriculture.

The group meets once a month as a group at a program meeting, although the executive committee may meet oftener to handle business items.

Typical meetings have included such topics as:

Introduction to the Ag. Ed. Program and How It Is Conducted in California.

The Place of the Ag. Teacher and His Family in the Community.

The Training Program, Placement, Credentials, etc.

What the Ag. Ed. Wives Club Has Meant to Me (by a former member now out in a community).

The Wife's Part in Job Hunting and Making the Decision on Where to Go.

What to Look for in a Job and Community.

Family Relations, Finances, Cooperation, etc.

The Scope of Activities and Subject Matter with which the Ag. Teacher Deals.

Moderate Scale Entertaining.

Interior Decoration in the Home.

Flower Arrangement in the Home.

Community Activities and the Part That the Ag. Teacher Family Plays.

A newsletter published periodically keeps the on campus group and past members now out in rural communities informed and up to date.

The overall effect of the program has been very gratifying and successful in integrating the new teacher to his and her new position. Testimony of past members of the group has demonstrated many times that their contact with other wives of student teachers and the information they have gained in meetings has helped them understand their husbands' jobs as well as their own adjustment into a new community.

## Wives Really Help

Community service has not been neglected and the wives have assisted the vocational training program in many ways. Two typical activities have been the setting up of a loan fund for trainees to use in emergency situations and participation in field days (coffee service, etc.) on the college campus in activities that involve visiting vocational agriculture teachers. Such service events are twofold in that not only is a service performed but wives get an opportunity to meet experienced teachers and observe



Professor S. S. Sutherland, Teacher Trainer, University of California, Davis, discussing the job of the Vo-Ag teacher with a group of wives of practice teachers. Mrs. Sutherland, seated on right, has acted as sponsor and counselor for the group.

first hand a typical event representative of many in which their husbands will participate. Another result of the lasting friendships built up as student wives is that future events, such as section meetings involving wives or the annual summer conference of agriculture teachers, are eagerly looked forward to when friendships can be renewed and notes compared.

No successful teacher would consider starting a boy in vocational agriculture without getting to know his parents. In like fashion a teacher trainer should get to know the other half of the agriculture teaching family. An agricultural education wives' club makes it possible for the teacher trainer to become acquainted with the entire family in an easy, natural manner.

Perhaps the best outcome of this organization is the feeling of kinship built up not only between husband and wife and the position of agriculture teaching, but between all the families that make up the agriculture teaching profession. □

## The Cover Picture

The setting for the cover picture is a sheep grazing area in Colorado on range land in the high mountains. It is a scene very typical of the sheep growing territory of the western slope particularly in the area around Montrose, Colorado, where is located a department of vocational agriculture. Devon M. Clark is the instructor.

It is rather obvious what the preparation of young men for farming in such areas as the one pictured must emphasize. This is another evidence of the necessity of adjusting instruction in vocational agriculture to the type of farming in which the present and prospective farmers engage.

Picture supplied by Wm. Paul Gray.

**Featured in the  
March Issue - - -**

**Individual Farming  
Programs**



The use of teaching aids is illustrated by the Agricultural Education staff member. Arrangement of the farm buildings for convenience and efficiency is shown in this mock farmstead.



Teachers demonstrate effective techniques used in classroom instruction. Bee-keeping equipment is demonstrated in an area where fruit production is important. (Photo by Guy Timmons)

## Eight years of in-service education

### For Michigan teachers of vocational agriculture

JOE P. BAIL and RAYMOND CLARK, Teacher Education, Michigan State University



Joe P. Bail



Raymond M. Clark

THE problem of keeping up to date with subject matter and teaching methods has been recognized by teachers of vocational agriculture and teacher trainers for many years. In-service education is a part of the program for upgrading of teachers on the job. It may take a variety of forms, such as conferences, workshops, and summer school sessions among others. In Michigan, a program was inaugurated in 1946 to provide systematic training for teachers on an in-service basis. The program grew out of a desire of teachers to know the latest subject matter and how to present it in meaningful terms.

#### Principles of In-Service Education

At the beginning of the program, four principles of in-service education were set forth. They were:\*

1. Teacher training service should be based on request.
2. Teacher trainers should assist teachers in analyzing their needs.
3. Subject matter help should be specific.
4. Subject matter must be presented in such a manner as to develop essential

understandings and abilities.

It was also stated that a good in-service education program should involve considerable preparation by teachers in advance of the meetings and active participation once the meeting got underway. The preparation of instructional aids which were tested by teachers and are educationally sound should accompany the presentation. The full cooperation of educational and agricultural agencies and services in the area should be secured.

#### How the Program Works

The original plan of action as outlined by Byram has been followed. It involves

six steps: (1) A request for assistance from a group of five or more teachers. (2) Analysis of the needs of the group, with assistance of a teacher-trainer or supervisor. (3) A specific, detailed request to the teacher training department. (4) Assignment of a teacher-trainer by the chairman of the Agricultural Edu-

cation department and of a subject specialist by the assistant director of Extension. (5) Cooperative planning, preparation of materials, and scheduling of one or more meetings by the two men assigned. (6) Meetings of teachers conducted by the teacher-trainer and subject specialist working as a team.

The host teacher of agriculture is responsible for securing facilities and arranging for the meeting place. If field trips or other special activities are planned, arrangements are generally made by a committee of teachers in the area. Since most meetings run from 4 to 9 P.M., a dinner is generally planned at a local restaurant which gives teachers an opportunity to exchange ideas and become better acquainted. A typical program will give further details.

#### IN-SERVICE TEACHER TRAINING MEETING FOR TEACHERS OF VOCATIONAL AGRICULTURE AND EXTENSION STAFFS IN ALLEGAN AND KALAMAZOO COUNTIES WITH ASSISTANCE FROM MICHIGAN STATE COLLEGE

Plainwell, Michigan  
February 5, 1952

Chairman: H. P. Sweany, Division of Education, Michigan State College.

Assisted by: James Boyd, Department of Agricultural Engineering, Michigan State College.

Local arrangements by: Carl Stuewer, Teacher of Agriculture, Plainwell, Michigan.

4:00 Meet in the agricultural room.

I. Discussion and presentation of recent and approved plans for poultry and swine buildings.

- A. Brooder houses
- B. Laying houses.
- C. Hog houses.
- D. Equipment.

II. Use of native lumber in farm building construction.

- A. Curing lumber.
- B. Treatment.

5:30 Dinner.

6:45 I. Insulation of buildings.

- A. Old buildings.
- B. New buildings.

II. Ventilation.

- A. Dairy barn including pen-type.

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\* Harold M. Byram, "Keeping Abreast of Subject Matter While Teaching," *Agricultural Education Magazine*, Oct. 1946.



In-service meetings frequently take the form of field trips to observe practices being used. Subject matter specialists make on-the-spot observations and comments. (Photo by Raymond Clark)



- B. Poultry Houses.  
 III. Low-cost buildings, their economy and serviceability.  
 7:45 IV Teaching farm building construction.  
 8:45 Plan for next meeting on Soil Judging.  
 9:00 Adjournment.

(Attendance—Vocational agriculture teachers 9, Veterans' instructors 6, Extension personnel 3, others 2, total 20.)

A report of each meeting is made by the chairman immediately following the session. This includes a record of attendance, comments and observations on the meeting, suggestions for improvements, and tentative plans and ideas for the next meeting. A copy of this report is sent to the assistant director of Extension and a copy to the chairman of the department of Agricultural Education.

#### Subjects Covered in Area Meetings

A wide variety of subjects, based on the needs of the group, are covered during the series of meetings. As an example of subjects chosen by one of the groups the following table is given:

Table 1—Number of meetings held, Attendance,\* and Subject matter covered, Allegan-Kalamazoo Area, 1946-54

Number of Meetings Held	YEAR							
	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54
8	Agric. Engin. 6-9							
3	Crops 6-8		Horticulture 6-7					
3	Dairy 8-10	Animal Husbandry 8-10	Crops 8-10	Horticulture 3-6	Forestry 6-6	Agric. Engin. 10-17	Agric. Engin. 7-10	Animal Husbandry 9-11
3	Soils 6-11	Dairy 7-11	Animal Husbandry 7-9	Poultry 8-14	Poultry 8-14	Soils 7-12	Crops 6-13	Dairy 7-11
1	Poultry 4-9	Agric. Engin. 6-8	Soils 7-9	Agric. Engin. 6-8	Dairy 8-13	Agric. Engin. 9-19	Crops 7-11	Animal Husbandry 9-9

\*First figure in each block indicates number of vocational agriculture teachers attending that particular meeting. Second figure indicates total attendance including teachers, Extension personnel, veteran's instructors, and others.

A summary of eight years of in-service meetings shows the following breakdown of subject-matter fields.

Subject	No. of Meetings
Agricultural Economics (including farm management, marketing, etc.)	51
Agricultural Engineering	44
Dairy	44
Animal Husbandry (including animal pathology)	39
Soils	38
Crops (including weed control)	31
Horticulture	21
Poultry	20
Entomology	18
Landscaping	9
Plant Pathology	8

Methods in Vocational Agriculture	7
Land and Water Conservation	7
Forestry	6
Future Farmers of America	2
Miscellaneous	6
Total	351

#### Cooperation Is Fostered

A feature of the program is the close cooperation between the Extension Service subject matter specialist and the staff members in agricultural education. Joint planning, presentation, and evaluation of methods used take place for each meeting. Vocational Agriculture teachers and Extension personnel attend as well as other professional workers in the field of agriculture. A good working relationship is developed on the local level for follow-up of other educational problems. Teachers are urged to make full use of resource people in their communities in carrying out their programs.

#### Summary of Attendance by Teachers

One measure of the success of the program is the attendance of teachers and extension workers. Some teachers

very favorable. Attendance is completely voluntary.

#### Plans for the Future

Although the present system of in-service education is in the ninth year of operation, several questions remain to be answered. The major one is that of evaluation. How much has the program contributed to the proficiency of teachers and Extension workers? Is in-service education the most feasible way to up-grade teachers and agents on the job? How can services be improved to professional workers? Are the professional problems being met by those in leadership positions?

A summary of attendance patterns by schools and teachers has recently been completed. The areas of subject matter chosen for meetings has also been summarized. Plans are underway to make studies of the relationship of in-service attendance to tenure of teachers, relationship of in-service meetings to types of farming in an area, and the attitudes and opinions of teachers who have participated in the program.

Most comments by teachers and others in attendance have been favorable during the years the program has been in operation. Requests for assistance have continued to come in to the Agricultural Education department. Extension specialists and college staff members who have participated as resource persons generally are high in their praise of the meetings. As an out-growth of these meetings, a series of source units has been prepared by the Agricultural Education department and the technical departments concerned. Other teaching aids in the form of bulletins and filmstrips are being prepared.

In the final analysis, the stimulus of working with teachers and Extension workers who are on the firing line has served to keep the subject matter specialists and the Agricultural Education staff up-to-date, enthusiastic, and cognizant of the job being done in agricultural education today. □

#### a 20th Century Fact



Gardening is probably the nation's number one hobby, with expenditures for flowers, seeds and potted plants having increased from \$211 million in 1940 to \$689 million in 1950, says a new survey of the Twentieth Century Fund.

Eight-Year Summary of Attendance		
Per Cent Meetings Attended	Number of Teachers	
75-100	36	
50-75	65	
25-50	74	
0-25	39	

## Non-professional agencies provide professional improvement opportunities

# Ohio teachers work with electric power suppliers

RALPH J. WOODIN, Teacher Education, Ohio State University



Ralph J. Woodin

**T**eachers of vocational agriculture have come to see the farm electric power suppliers of their states as one of their most helpful resources in teaching up-to-date farming methods.

Over a period of years in which teachers and farm power suppliers have worked together they have apparently discovered that both have similar educational objectives. Both power suppliers and Vo-Ag teachers are concerned with farmers developing an efficient farm business, making use of large amounts of electric power to make farming more profitable, more efficient, and more enjoyable. Such farmers are not only good customers of the electric company but represent the type of producer of food and fiber needed in today's farm community.

As one of the results of working together with farm electric power suppliers, Ohio's 340 teachers of vocational agriculture were guests of the Ohio Farm Electrification Council at General Electric's Nela Park Lighting Institute for two days in June of 1955. During this two-day conference teachers heard from such authorities in the field of farm electrification as Professor R. C. Miller, the Department of Agricultural Engineering at Ohio State University; M. A.

Baker of the Jamesway Manufacturing Company; I. P. Blauser, Extension Agricultural Engineer, Ohio State University; Dr. Glenn O. Bressler, Department of Poultry Husbandry, Pennsylvania State College; and D. M. Byg, Extension Agricultural Engineer, Ohio State University and secretary of the Ohio Farm Electrification Council. Teachers pronounced this to be one of their most successful conferences in years.

### Other Agencies Will Cooperate

This conference is but one example of the coordinated program which has been evolved through the years by vocational agriculture and farm power suppliers. Another result of close cooperation of the two groups has been the development of demonstration boards and teaching materials for Vo-Ag teachers by most of the individual farm power suppliers serving Ohio. The Dayton Power and Light Company, serving the Dayton area under the leadership of Dwight Garber, has pioneered in this effort and represents a good example of such effort. Teachers in the Dayton area have been provided with demonstration boards showing how to install various applications of electricity on the farm as well as the effects of improper installations. The services of a staff of four agricultural engineers have also been available to teachers served by this company. Another desirable feature in this area of the state has been an annual meeting of teachers and agricultural engineers from the power company at



Ohio Vo-Ag teachers inspected various applications of lighting to the farm during their visit to General Electric's Nela Park Lighting Institute. Shown left to right are Floren James, Perrysburg; Earl Kantner, Wauseon; David Folk, Somerset; and Calvin Knight, Arcadia.

which new teachers are acquainted with available resources and at which new developments in farming electrically are discussed.

Ohio teachers also rate highly the teaching aids which have been developed by the Ohio Farm Electric Council. These aids, developed over a period of years, include sets of colored slides on crop drying, publications on new developments in rural electrification, and last year a new project which was called a resource kit. These kits, in an attractive binding, include suggestions on teaching as well as such teaching resources as charts, graphs, and research bulletins. The latest resource kit to be developed was one on drying ear corn. Suggestions for teaching were prepared by a committee of teachers and included in the kit not only were suggestions for teaching as well as one page charts suitable

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Pointing out features of the Nela Park Lighting Institute to guests is, right, Joe Ditchman of the Institute. Left to right are Paul Mechling, Lancaster; D. M. Byg, Executive Secretary, Ohio Farm Electrification Council; Robert Hartenstein of the Ohio Edison Company, who is vice president of the Farm Electrification Council; Warren Weiler, State Supervisor of Vocational Agriculture; I. P. Blauser, Extension Agriculture Engineer, Ohio State University; and Mr. Ditchman.



This group of conference participants includes Virgil Marvin, Supervisor of Farm Power Development of the Toledo Edison Company; Mr. N. V. Gutsch of the General Electric Company; Ralph J. Woodin, Department of Agricultural Education, Ohio State University; W. G. Weiler, State Supervisor of Vocational Agriculture; Paul Mechling, President, Ohio Vocational Agriculture Teachers' Association; and D. M. Byg, Executive Secretary of the Ohio Farm Electrification Council.

# Alabama teachers evaluate their pre-service preparation\*

## The responses of experienced teachers concerning the effectiveness of pre-service college courses completed

ZENO E. BAILEY, Biology Department, Snead College, Boaz, Alabama



Zeno E. Bailey

FROM the standpoint of rapid technological development agricultural education is probably one of the broadest in the scheme of American education. The constantly changing picture in agriculture brought about by advances in science, mechanization of farms, percentage of total population in the farming business, and many other factors necessitates the continued scrutiny of the training of vocational agricultural teachers. New ideas and methods of teaching, coupled with the emergence of newer philosophies of education, tend to bring about changes in the curriculum for preparing prospective teachers of vocational agriculture. Compared to other teachers in the secondary school, the role of the agricultural teacher is in certain respects unique. In addition to being an effective classroom teacher, he must have a reasonable knowledge and understanding of the farmer's problems as well. The curriculum for preparing vocational agricultural teachers must attempt to maintain a balance between technical agriculture on the one hand and humanities and professional education on the other. The responsibility rests with the teacher training institution, together with the assistance of the segment of the population it serves, to formulate

the type of curriculum which will prepare teachers most effectively to cope with the wide diversity of problems inherent in a democratic society.

### Course Evaluation

In an effort to evaluate the effectiveness of courses taken on the undergraduate level, an evaluation instrument was prepared and sent to all teachers who had taught ten years or less in the public high schools of Alabama. The teachers were asked to rate the courses in terms of their effectiveness in preparing them to teach vocational agriculture. Teachers rated their courses in terms of the following rating scale: 4—extremely valuable, 3—of much value—distinctly above average, 2—of average value, 1—of little value—distinctly below average, and 0—of no value.

Table II—Professional Education

Course	Scale of Evaluation					Average Rating
	4	3	2	1	0	
Apprentice Teaching.....	83	14	2	—	—	3.81
Directed Teaching.....	69	21	9	1	—	3.58
Methods of Vocational Agriculture.....	58	36	6	1	—	3.49
Secondary and Vocational Education.....	40	36	18	—	—	3.16
Educational Sociology.....	29	24	21	3	1	2.98
Principles of High School Teaching.....	27	31	26	12	4	2.65
Educational Psychology.....	15	22	19	20	9	2.16
Total.....	321	184	101	37	14	3.11

\*Based on a Ph.D. Dissertation by the author, "An Evaluation of Selected Aspects of the Pre-Service Curriculum in Agricultural Education at the Alabama Polytechnic Institute." Unpublished dissertation of The Ohio State University, 1955, 357 pp.

The ratings were grouped and analyzed on the basis of the number of years the teacher had taught and the number of hours of graduate work completed.

The chief strengths of courses were indicated by such comments as: "Courses provide essential fundamentals"; and, "Well qualified instructors." The chief weaknesses were: "Too many impractical courses"; and "Too many required courses."

Apprentice Teaching, Directed Teaching and Methods of Vocational Agriculture were felt to be the most valuable courses in preparation for teaching vocational agriculture. On the other hand, Educational Psychology and Principles of High School Teaching were felt to have the least value.

Ninety-three per cent of the teachers felt the sequential arrangement of the courses to be adequate. Teachers felt more hours should be devoted to professional courses. An average of 10.4 weeks was preferred for apprentice teaching, with 51 per cent of the teachers indicating six weeks to be the absolute minimum. Fifty-one per cent preferred to do their apprentice teaching during the spring quarter; 89 per cent preferred the senior year; and 73 per cent pre-

Summary of Ratings — Table I — General Education

Course	Scale of Evaluation					Average Rating
	4	3	2	1	0	
Social Sciences and Humanities						
Public Speaking.....	50	19	10	4	1	3.34
English Composition.....	32	20	18	1	—	3.16
Agricultural Journalism.....	40	29	13	5	1	3.15
Mathematics of Agriculture.....	38	22	14	1	4	3.12
American History.....	6	7	28	20	14	1.61
Total.....	166	97	83	31	20	2.88
Physical and Biological Sciences						
Botany.....	37	22	9	5	2	3.16
Zoology.....	36	26	17	2	1	3.14
General Chemistry.....	19	30	24	5	—	2.80
Physics.....	12	22	32	9	4	2.36
Total.....	104	100	82	21	7	2.86



ferred to remain in the same school during the entire period of apprentice teaching.

Chief strengths of the courses were indicated by such comments as: "Courses were very practical and met the needs of the students." The most frequent criticism of the courses was: "Too much duplication of courses."

The teachers felt that Farm Shop, Vegetable Gardening, and Orchard Management were the most valuable courses in preparation for teaching vocational agriculture. On the other hand, General Soils and Farm Management were felt to be the least valuable.

Ninety-four per cent of the teachers felt the sequential arrangement of courses to be adequate. Fifty-two per cent recommended more hours than were provided in the curriculum for technical agriculture, while 10 per cent recommended fewer hours.

Chief strengths were indicated by such comments as: "Courses were very practical and provided a lot of technical know-how." Chief weaknesses of the courses were: "Instructors lacked method"; "Some courses too technical"; and, "Too little training in farm mechanics."

## Ohio Teachers - - -

(Continued from page 177)

for projection, but also the latest technical bulletins from the U. S. Department of Agriculture and from various agricultural colleges and experiment stations dealing with this subject. The purpose of the kit was to provide teachers with all of the materials which would be needed for teaching such a unit to an adult or high school class.

Beginning this year the Ohio Electric Council has announced a fellowship in the Department of Agricultural Education at Ohio State University as a means of evaluating the efforts which have been made in the education of farmers in farm electrification. This fellowship will provide for graduate study, over a three-year period, of efforts which have been made in this field. Another valuable by-product of the fellowship will be that

Although these results are not conclusive in themselves, they do give a good indication of what courses experienced teachers believe to be the most valuable in preparation for teaching vocational agriculture. □

teachers will be kept constantly aware of new developments in the field of farm electrification.

Probably one of the most valuable by-products of the work which teachers and power suppliers have done together has been the cooperation which has been engendered between the Department of Agricultural Engineering, the Ohio Agricultural Experiment Station, the individual farm power suppliers, the farm electric companies, the Agricultural Extension Service, and the Ohio Farm Electrification Council.

### A Result of Progressive Development

All of these accomplishments came about through a step by step procedure which has been carried on for a number of years. The first step taken by the power supplier company was that they discovered vocational agriculture as an important educational force in the farm communities which they served. Having discovered vocational agriculture, individual power suppliers began working with individual teachers. As they met with high school and adult classes and as they were called out on service calls to the farms of these students, they learned the needs and problems of teachers and set out to help teachers meet these needs.

Another important step was the development of the Ohio Farm Electrification Council. Formerly in 1953, this council was made up of representatives of most of the major power suppliers in Ohio. The council has established a fund for education and research in various educational projects in farm electrification with the Agricultural Extension Service at Ohio State University.

Along with these steps by the power suppliers were steps taken by teachers. Ohio teachers for years had taught simple skills in the use of electricity. Teachers discovered that the use of electricity could help boys to make farming programs more profitable. In developing new electrical applications on students' farms such as the installation of milkers, brooders, hay dryers, and center pole wiring systems, teachers found that they needed the resources of agricultural engineers and that their best source of information often was in the farm service men of the electric companies, both among the cooperatives and the privately owned companies.

Looking forward to future developments in farm electrification and its place in the teaching of vocational agriculture, one Ohio teacher at the Nela Park Conference said, "It looks to me like we will be doing more and more teaching in this area and that we will be coming back to you (the Ohio Farm Electrification Council) for more and more help." □

Table III — Technical Agriculture

Course	Scale of Evaluation					Average Rating
	4	3	2	1	0	
<b>Agricultural Engineering</b>						
Farm Shop.....	72	27	5	—	—	3.64
Drainage and Terracing.....	47	33	17	1	—	3.28
Farm Construction.....	37	27	13	2	—	3.25
Farm Electricity.....	40	22	13	1	1	3.23
Farm Machinery.....	38	29	22	6	—	3.04
<b>Total.....</b>	<b>234</b>	<b>138</b>	<b>70</b>	<b>10</b>	<b>1</b>	<b>3.28</b>
<b>Horticulture</b>						
Vegetable Gardening.....	52	40	10	1	—	3.38
Orchard Management.....	53	36	14	—	—	3.37
Landscaping.....	50	32	14	2	—	3.32
Community Food Preservation.....	12	13	8	3	—	2.94
<b>Total.....</b>	<b>167</b>	<b>121</b>	<b>46</b>	<b>6</b>	<b>—</b>	<b>3.25</b>
<b>Animal Husbandry</b>						
Livestock Management.....	45	30	11	1	—	3.36
General Poultry.....	44	39	17	2	—	3.22
Animal Nutrition.....	42	35	19	5	—	3.12
Productive Dairying.....	31	25	31	6	—	2.87
<b>Total.....</b>	<b>162</b>	<b>129</b>	<b>78</b>	<b>14</b>	<b>—</b>	<b>3.14</b>
<b>Agronomy</b>						
Forage Crops.....	36	36	15	5	1	3.08
Grain Crops.....	31	35	25	1	—	3.04
General Soils.....	26	28	22	11	1	2.76
<b>Total.....</b>	<b>93</b>	<b>99</b>	<b>62</b>	<b>17</b>	<b>2</b>	<b>2.96</b>
<b>Agricultural Economics</b>						
Farm Management.....	25	30	20	9	2	2.77
Economic Entomology.....	46	33	12	3	0	3.35

Table IV — Rank of Various Areas

1. Technical Agriculture.....	3.12
2. Professional Courses.....	3.11
3. General Education.....	2.87

Development of a new strain of cotton—Acala 4-42—has made California the second ranking cotton-growing state in the Union notes a new Twentieth Century Fund report.

# What about your educational philosophy?

**It may be more important than you think it is**

GUY E. TIMMONS, Teacher Education, Michigan State University



Guy E. Timmons

**I**F someone were to ask you, "What is your philosophy of education," how would you reply? Could you give him a coherent and straightforward answer or would you be at a loss of thought or words and finally admit that you do have a philosophy of

education, but at the moment you lack words to express your philosophy?

In essence, an educational philosophy is nothing more or less than a teacher's belief, his creed, his code or his guide in keeping the instruction headed in the direction his philosophy dictates. The educational philosophy furnishes the essential components that make for functional teaching. Philosophies are first established by the individual teacher. Individual philosophies must then be combined to form the framework for any given educational program. A common philosophy so derived must be compatible to social needs which have been scientifically established. Such a co-operatively established educational philosophy for a given situation then becomes the guiding principle within which each and every individual must operate to his maximum if desired results are to be obtained.

## Component Parts Put Realism in a Philosophy

Honest convictions regarding various methodologies and principles of education structure philosophies with realism. A few such items might be listed for purposes of illustration. Such a listing is in no way an attempt to set forth an all-inclusive listing, but merely a few factors to illustrate the point. One could very well consider such questions as:

1. What are acceptable objectives of education?
2. What is the prime function of general education?
3. What should be the degree and scope of general education?
4. What recognition and function of the democratic way of life should be emphasized?
5. What appreciation do we have of the influence of the home and church on the individual?
6. Of what citizenship training implications should we be cognizant?
7. For what cultural heritage appreciation factors should we be responsible?
8. What should be the role of a citizen in our society and how can we best develop the individual to perform that role?

9. What contributions might we make in vocational or specialized forms of education to the total educational program of the individual?
10. What (if any) should be the differentiation of practical arts education from general education?
11. What common core fundamentals should be required of all students?
12. What are the educational needs of all people?

It must be recognized that opinions on these and related factors must of necessity be altered from time to time in keeping with scientific progress and other changing conditions. It would seem logical that beliefs pertaining to any such component listings must of necessity be in written form. The actual spelling out of these elements would make for clarification of one's thinking and enable one to fashion an all-inclusive and coherent philosophy.

## Good Teaching Is the Result of a Well-Conceived and Sound Philosophy

It is a well accepted fact that we tend to do only those things compatible with our philosophical whims. This is especially true in the teaching profession. In the absence of a well-conceived educational philosophy, one that takes into consideration the total individual and his needs, the teacher tends to become a disseminator of factual information or falls into other ruts or escape routes that the professional situation might provide. Too often the student is not looked upon as the reason for the teacher's position, but rather, the student becomes the chief hazard of the occupation. The student, young or old, thus assumes the role of the necessary evil, rather than the product to be provided with the type of learning which makes for maximum desired pupil growth. It is granted that under certain circumstances, evidence would seem to point to the fact that certain individuals are growing through exposure to certain professional subject matter or what is commonly considered to be outmoded academic methodology. Most educators would agree that it is sheer folly to "care what the individual makes out of his farming activities," but rather, good teaching has as its hypothesis and is deeply concerned with "what do the individual's farming activities make of the individual." To be a successful teacher, one must be cognizant of subject area needs. He dare not stop at this point, but must view the needs of people in totality. Subject matter as such should only serve as a "vehicle" in helping people meet their real needs.

## Philosophies Are Real and Essential

No doubt you as a teacher have already been in a somewhat embarrassing situation by having someone ask you

what your philosophy of education was and being caught off guard professionally. In fact, one of the most important professional questions, if not the most important question that a school administrator might ask a prospective teacher-applicant would be one concerning the applicant's particular educational philosophy. Further, continuous restatement and appraisal of an individual teacher's philosophy of education might be an important phase of the administrator's upgrading program. The principal, supervisor, layman, and most important, the parents of the child might inquire what your program is contributing to the basic welfare of the child's and/or adult's education. A well-conceived philosophy, one that grows through experiences with people, must be a part of the successful teacher's repertoire.

A well-conceived educational philosophy is not something ethereal, something in the "ivory-tower realm," as too many students preparing to enter the teaching profession suspect it to be. Yes, it is feared that even a goodly portion within the teaching profession view it with like suspicion. On the contrary, a well-conceived educational philosophy, one which is all-inclusive and looks at the total educational needs of the individual, is the very foundation—the actual stone and mortar which binds, in a strong, sound educational program. A sound educational philosophy is a must for good teaching.

Those responsible for preparing individuals to enter the teaching profession have a direct responsibility in helping the prospective teacher to formulate acceptable educational philosophies. Administrators, supervisors, and others in direct contact and control of educational situations should also be charged with the responsibility of seeing that each teacher maintains a sound up-to-date philosophy. Finally, teachers themselves, if they are to render true educational service and be an asset to the profession, must consider it their individual and professional responsibility to have and to display daily, a well-conceived, sound and practical educational philosophy. □

## Testament of a Teacher

I am a teacher. I am engaged in the business of influencing lives and affecting destiny. I shall always remember that by virtue of age, education, experience and position of leadership, I owe more to the people whom I seek to serve than they owe to me.

If I remember this, I will be humble in leadership, kindly disposed toward my co-workers and tolerant of the shortcomings of those I endeavor to teach.

When I am inclined toward impatience, when my tolerance is inadequate, and when I am confronted with ingratitude, I will constantly seek wisdom to understand the hidden troubles and internal hungers in the hearts of those whom I am dedicated to serve.

e.v.w.

(Submitted from Prairie View Agricultural and Technical College of Texas.)

## Apply this test to your professional practice

# Can developmental tasks of farmers become the basis for instruction in Vocational Agriculture?<sup>1</sup>

PAUL E. HEMP, Teacher Education, University of Vermont



Paul E. Hemp

**H**OW do you decide which problem areas should be considered at the high school level, young farmer level, and adult farmer level? How much "agriculture" should be taught at the high school level and how much should be saved for the young farmer or

adult level? These questions are perplexing ones which, when answered fully, may change our entire concept of what vocational agriculture programs should be.

No one has proved conclusively that the high school stage of life is the most desirable time during a farmer's life to spend our major efforts in agricultural education. Yet, many teachers operate on this assumption and excuse themselves on the basis of tradition. One approach to program planning which runs counter to the old concept, "Education is for children only," is the developmental task concept. Robert Havighurst defines developmental tasks as "tasks which arise at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to his unhappiness in the individual disapproval by society, and difficulty with later tasks."<sup>2</sup>

In a study conducted in an Illinois community, I set out to see if the developmental task concept had any value as a method of planning programs of

vocational agriculture. I decided to find out if twelve postulated tasks were really developmental tasks of sixty-four farmers in a selected community and the life stages during which these tasks first confronted farmers. Here's how I applied the developmental task concept to a group of farmers.

First I developed a list of 117 responsibilities which in my opinion were related to twelve developmental tasks. The tasks considered were:

1. Achieving emotional and financial independence.
2. Assuming social and civic responsibilities.
3. Taking care of the soil and other resources.
4. Starting a family and maintaining a favorable home environment.
5. Getting started in farming.
6. Raising crops.
7. Raising livestock.
8. Marketing and purchasing wisely.
9. Developing intellectually.
10. Taking care of one's health and the health of one's family.
11. Adjusting to old age.
12. Getting along with adults and adult groups.

Because Havighurst maintains that developmental tasks are pegged at particular periods in life because of individual needs, physical maturation, or societal pressures, I decided to ask each of three groups of persons to use one of these criteria to place each of the 117 responsibilities.

### The Answers Received

Sixty-four farmers representing four age levels (high school, young farmer, adult farmer, and older farmer) were asked to indicate the age at which they first assumed 117 responsibilities. The criterion of needs was employed by asking farmers when these responsibilities first confronted them. Twenty-five teach-

ers of agriculture were asked to indicate the age at which most farmers could most effectively learn (physical maturation) about each of the 117 responsibilities. Eleven community leaders, selected by the farmers interviewed, were asked to indicate the age at which societal pressures demanded the mastery of each of the 117 responsibilities. Here's what I found:

1. Sixty-eight of the 117 responsibilities were first assumed during the young farmer level (age 18-30).
2. Most of the teachers believed that sixty-six of the 117 responsibilities could be most effectively learned at the young farmer level.
3. The community leaders reported that they believed eighty of the 117 responsibilities should be first assumed at the young farmer level.
4. The first year of farming was the year in which the farmers studied had assumed the most new responsibilities.
5. Developmental tasks which first confronted persons at each level were:
  - A. High school level:
    1. Achieving emotional and financial independence.
    2. Assuming social and civic responsibilities.
    3. Raising crops.
    4. Raising livestock.
    5. Becoming responsible for one's health.
  - B. Young farmer level (18-30 years of age):
    1. Taking care of the soil and other resources.
    2. Starting a family and maintaining a favorable home environment.
    3. Getting started in farming.
    4. Marketing and purchasing wisely.
    5. Getting along with adults and adult groups.
  - C. Adult farmer level (30-50 years of age):
 

No new tasks started. Some of the previous tasks were still confronting adult farmers.
  - D. Older farmers (50 years and over):
    1. Learning to adjust to old age.
    2. Some older tasks had not yet been mastered.

(Continued on page 182)



Young farmer assuming responsibilities related to drilling grain. Young farmer who has assumed joint responsibility of operating a farm with his mother.

<sup>1</sup> Based on a doctoral study entitled, "Developmental Tasks of Prospective and Present Farmers in a Selected Illinois Community," University of Illinois, 1955.

<sup>2</sup> Havighurst, Robert J. *Human Development and Education*. New York: Longmans, Green, and Company, Inc., 1953. p. 2.



## Improvement opportunities are readily available

# The scope of professional improvement

CHARLES C. ENTWISTLE, Vo-Ag Instructor, North Dartmouth, Mass.

"NO instructor can take up his duties prepared once and for all to teach the relations of science to practical farming. New relations are constantly being found." Thus wrote Rufus W. Stimson in the early days of Agricultural Education in Massachusetts. The intervening years have served to emphasize the wisdom of this pioneer in vocational agriculture. Today we recognize that there are many forces having a bearing on the business of farming which were unknown to Stimson and his colleagues. Yet these men did not live in the distant past. The words quoted above were put on paper less than forty years ago. The speed of change and its constant acceleration have made the transformation of rural life in the United States seem like an overnight occurrence. Every day the teacher of agriculture finds evidence of new things coming across his desk. Every day his association with others reveals new ideas and new concepts. What does all this imply for him, the instructor?

### Directions of Improvement

The first implication seems clear. The teacher must go forward with the changes as they come about if he is to make an effective contribution to the lives of the boys in his class. Since it is obvious that the farm is no longer an isolated section of American life a second implication takes shape. This is that the path toward new knowledge is of necessity a wide one. Finally the purpose of moving with the times sets up a third implication which is that there must be application of the new knowledge. Without doubt there are other implications. However the teacher who acts on these three will have gone far on the road of "Professional Improvement."

As the teacher moves to meet the change the direction and area of his progress will be based on his needs. If not, there will be little opportunity for completing the learning process by means of application. While the choice of area will vary with the individual it is safe to assume that a group of agricultural teachers will think first of improvement in the general terms of technical and practical farming. This is logical and sound. To meet the varying needs there are many means available. The teacher may elect to do any or all of the following:

1. Work on a farm to gain knowledge of new practices.
2. Enroll in a course in Agriculture.
3. Undertake agricultural research locally.
4. Participate in agricultural organizations.
5. Attend local and state extension meetings.
6. Attend in-service training schools.
7. Review recent agricultural literature.
8. Participate in and listen to agricultural broadcasts and telecasts.

9. Write articles on agricultural subjects.
10. Evaluate the teaching program in terms of local needs.
11. Review and revise the content of the course of study.

### Other Directions Needed

Certainly any teacher who carries to completion a program based on the above list will find himself better equipped to teach farming as we know it today. Nevertheless, can it be said that improvement in technical knowledge is enough by itself? Do not the conditions of American life today demand more of a teacher than mere technical facts in a specific field? Circumstances would seem to indicate that there is a need for a comprehensive program of improvement professionally. A logical conclusion would seem to be that the successful teacher must develop a taste for a variety of learning.

One of the devices commonly used in the teaching of agriculture is the supervised study period. The student may seek information from a bulletin or a textbook. In either case the assignment is given with the assumption that he can read and comprehend what he reads. That there are differences in reading ability is an accepted fact. The well trained teacher will attempt to make the necessary adjustments. If the teacher cannot meet this problem then here is an opportunity for valuable improvement. Another aid to better teaching is the use of the FFA program. What teacher can be a successful adviser if his experiences in group leadership have been limited or non-existent? The good instructor draws his methods and materials from many areas. His improvement program must be developed horizontally as well as vertically. The following are some of the means which may be used to accomplish this:

1. Enroll in courses in Education.
2. Improve the general education in certain fields.
3. Participate in local, state and national professional associations.
4. Cooperate fully as a member of the school faculty.
5. Attend teachers' conferences and meetings.
6. Learn something about the content of other courses in the school.
7. Develop a professional attitude toward education.
8. Become active in community service to the extent that duties will permit.
9. Develop a good public relations program.
10. Set up a program for good leisure reading.
11. Develop an interesting hobby.
12. Use some of the vacation period to travel.

### Unlimited Opportunities

The agricultural teacher has opportunities for service which are not generally available to the teacher of academic subjects. The very nature of his work places him close to the home life of the students. There he sees many of the conditions which influence the experiences of the classroom. There some of the most effective teaching can be done if the need can be visualized. As the teacher grows in breadth and depth of experience he sees more occasions to put his training to use. Whether in school or in the home of the student the instructor should seize every chance to bring his wide training to bear on the objective. The process of improving professionally is not complete until the teaching process has been enriched.

It has been said that the role of the agricultural teacher is a rugged one to play. The improvement program, well planned, diverse in nature and properly applied is a strong force in the hands of those who seek to play the role sincerely. The teacher must grow or his teaching will die. □

## Can Developmental Tasks - - -

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### Summary and Conclusions

Of the twelve tasks considered in this study, ten of them first confronted farmers at the young farmer or high school level. This does not mean that adult farmers or older farmers have no developmental tasks. We know that some tasks are lifelong. Knowing when a developmental task begins helps us to decide when instruction on this task should begin. It does not, however, help us decide when education concerning a task should end or how much of this education should be distributed at various levels.

The developmental task approach to program planning may be a useful one to use with advisory committees in helping to decide *when* to teach *what*. The exclusive use of this approach in program planning would be an unfortunate policy for a school to follow since it makes no provision for the unusual or extreme individuals. Furthermore, the exclusive use of the developmental task approach to program planning in vocational agriculture may perpetuate the status quo of human development. Perhaps the most important contribution of this method in program planning is its use in determining in a community which "common learnings" should be included in the instruction of each age group of farmers. The developmental task approach can be used along with other methods to determine which learnings can be brought about with farmers as they proceed through various developmental levels. We by-pass the most challenging opportunities in agricultural education if we spend all or most of our effort in the high school stage of life and ignore the other stages of human development. □

# 25 years of apprentice teaching

G. L. O'KELLEY, Jr., Teacher Education, University of Georgia



G. L. O'Kelley

ON March 17, 1954, eleven seniors in the Department of Agricultural Education returned to the University of Georgia campus after having completed a scholastic quarter of apprentice teaching in off-campus school centers. Their return brought to a successful conclusion the 25th consecutive year of apprentice teaching in this department. It began in January, 1929, when six seniors in the College of Agriculture initiated what was then a unique teacher education experiment but which since has become a requirement for every student seeking a major in Agricultural Education at the University of Georgia.

Those first six students were, according to available records, probably the first trainees in agricultural education in the nation to receive full time, off-campus, supervised teaching experiences as a part of their college programs of study. They were assigned to four carefully selected schools within a radius of 40 miles of Athens and the University campus. One full quarter was spent living and working in the school communities where they had been assigned. During this period they assumed full responsibility for selected areas of the vocational agriculture teaching program in the local school.

## A New Procedure Is Started

Under the daily supervision of the local teacher of agriculture, especially selected and trained for this job, those first apprentices learned to teach farm boys who were regularly enrolled in high school vocational agriculture classes as well as adult farmers enrolled in evening classes. As fully accepted members of the local school faculty they learned to conduct themselves as professional educators and community leaders. The records indicate that this first apprentice training program was highly successful and the groundwork for a continuous development of this approach to teacher education was thereby firmly laid.

The eleven men who completed their apprentice teaching during the winter of 1954 (plus nine others who completed the same work during the preceding Fall quarter) continued the same approach to attaining teaching proficiency initiated 25 years ago. This approach began with a carefully planned program designed to provide actual participating experience under competent supervision in a wide variety of situations normally encountered by regular teachers of vocational agriculture in Georgia. Each apprentice experienced the many personal and social adjustments which beginning teachers must make to com-

munity living. In addition they gained experience in such activities as organizing and teaching an adult class, developing an instructional program for a high school vocational agriculture class and teaching this class for at least 6 weeks. Of course, no teaching was undertaken until many days had been spent observing good teaching in the school.

These apprentice teachers prepared teaching materials for their classes and followed up their teaching with on-the-farm supervision and individual instruction. Their teaching was done in the classroom and in the school shop as well as in the fields, barns and forests of the community. They learned to work effectively with the FFA Chapter by serving on occasion as acting advisors and assisting as needed in all sorts of Chapter activities. Many also availed themselves of opportunities to assist with Farm Bureau activities and other local cooperative enterprises. Every day they were expected to carry the responsibilities of a regular faculty member of the school and as such were accepted by the students, faculty and patrons. Of course they were supported and assisted in their efforts by the local school leaders, the supervising teacher of agriculture and representatives from the college staff who visited them at regular intervals.

## Scope of Experiences

Some concept of the scope of activities engaged in by the apprentice teachers may be gained from a review of their reported accomplishments. During the quarter each man taught an average of 47 classes composed of 15 students each. With the exception of 4 or 5 substitute classes the remainder of these meetings were on a continuous day-to-day basis with an assigned group. Each of these students was supervised on his home farm a mean number of 3.3 times for slightly more than 1 hour per contact. This farm supervision required 59 hours and 545 miles of travel per teacher.

Each apprentice organized and taught an adult class for an average of 8 class meetings. The average enrollment per class was 23.2 farmers of which a mean attendance of 12.2 per meeting was recorded. Seventeen hours of actual adult class instruction was reported by each teacher. Each class member was contacted on his farm 3.1 times on an average which required 63.4 hours and 644 miles of travel per teacher during the quarter.

In addition to the actual time devoted to class and on-farm instruction, the teachers attended 4 FFA meetings each and spent 26.2 hours working on FFA committees and Chapter projects. By way of professional improvement, they attended 6 professional meetings per man. They also observed 53.3 classes taught by other teachers. Reports showed an average of 81 hours per man spent in planning to teach in-school classes

and 60 hours per man in preparing to teach adult classes.

## A Pioneer in Training Teachers

The credit for undertaking the first apprentice training program for prospective teachers of vocational agriculture as well as for guiding and shaping its course during the first trying years of development belongs to the late Dr. John T. Wheeler. Soon after the passage of the Smith-Hughes Act in 1917, Dr. Wheeler came to the University of Georgia and organized the Department of Agricultural Education which he was to head until his death in 1950. During more than 30 years of service in Georgia he achieved national recognition for his many contributions to vocational education in agriculture. His greatest achievement, undoubtedly, was the projection and development of the apprentice system of teacher education—a supervised on-the-job training program adapted to the field of education.

Those who knew Dr. Wheeler well recall hearing him recount the early years of his life when, because of uncertainty about a college career, he began work as an apprentice wood turner. He developed a deep and abiding respect for the ability and integrity of the master craftsman under whom he worked and studied as an apprentice. Years later as a highly trained professional educator he often referred to the fine teacher-student relationship which he had enjoyed and profited from in this early apprenticeship. From these recollections came a compelling desire on his part to provide some sort of a comparable teacher-student situation in the field of teacher education. After years of study and experience in many schools he finally worked out the arrangement whereby his students would be placed in a situation with regard to teaching somewhat analogous to his own apprenticeship as a wood turner. He wanted these prospective teachers to have the opportunity of observing a master teacher at work in a normal situation and then in turn of trying out under skilled but patient guidance their own first attempts at teaching. More than anything else he wanted his students to have a more worth-while experience than was afforded in the then common "practice teaching" centers.

## The Program Has Survived

During the 25 years since Dr. Wheeler initiated the first apprentice teaching program every man in training to enter the field of vocational education in agriculture in Georgia has undergone this intensive program of preparation. The teacher of agriculture in Georgia today who did not learn to teach under the watchful eye of a supervising teacher is either a very "old timer" or else is a transfer into the state from another institution. If he did transfer, the likelihood that he did not do apprentice teaching in another institution is extremely remote since practically all institutions training teachers of agriculture have adopted the apprentice idea. Significantly, practically all other teacher edu-

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# You and your professional organizations

## Should the vocational agriculture teacher be active in them?

ROBERT J. LOUGHRY, Vo-Ag Instructor, Hickory, Pa.



Robert J. Loughry

Vocational agriculture teachers must share in the blame for such conduct.

If the teacher of vocational agriculture wishes his profession to grow, if he wants to acquire more dignity through being called a teacher, if he wishes to acquire a higher standard of living for himself and his family, if he wants to work under more desirable conditions, if he would like to experience greater harmony with other professional employees, if he would desire to improve all those areas closely associated with teaching, then he should be an *active* member of his professional organization.

### Active Membership Means Participation

It's easy to pay the annual dues to our professional organizations and then assume that we have met our obligations. And to say that someone else can do the job better than we are saying, in effect, that we do not want to do those professional jobs which rightfully belong to each and every one of us. Teachers lack aggressiveness when working with their professional problems and organizations. They insist upon teaching the democratic process in their classrooms, but neglect to practice it for themselves in their own professional group.

There are several important reasons why the vocational agriculture teacher should belong to and take an active part in his professional organizations. Some of these follow:

1. *To help build and sustain the ethical character of the teaching profession.* Every community has a right to expect that the teachers in that community will meet equally as high if not higher standards in their ethical practices than in any other profession. This cannot be accomplished if any member of the profession in the community shows laxity. Professions are frequently judged by their weaker members. The teaching profession, because of its direct contact with the community, will suffer more than others from its weaklings. It is true that the vocational agriculture teacher is just one among the many, but his direct contacts with the home and community make him an invaluable instrument in the development of ethical character for the teaching profession.

2. *To help build quality of membership in the teaching profession.* We are guilty of neglect in our profession when we permit just any old "Tom, Dick, Harry or Mary" to join our ranks. Almost all other real professions pass judgment on their potential members. Not so the teaching profession. We are so anxious to fill our ranks that we encourage and clutch to our bosom the left-overs from other professions and trades. (The greater percentage of teachers are good.) Unless the teaching profession picks up its head and walks with pride, we will continue to be down-trodden by petty actions from our communities and even from members of our own group. The vocational agriculture teacher has an advantage over other members of his local groups, for our teacher training centers in vocational agriculture have given us the type of training which should help to make us *quality members* of our profession. We must work for, and insist upon getting colleagues who are equally if not better prepared. When this happens, the teaching profession will have come of age.

### Living Standards Are Earned

3. *To help raise the standard of living for members of the teaching profession.* No individual teacher can hope to raise his standard of living above that of his fellow employees. The whole group must advance to have any lasting or effective results. Teachers must insist upon the rights of normal human beings in their home communities. They are not curiosities, and should not be shackled with inhibitions created by uninformed public opinion. Teachers are entitled to and should get as high a standard of living as any other professional person in the community, but teachers should keep in mind that no community will long pay for services it does not get. If we wish to advance our standards of living, we must meet all the educational needs of the people. The vocational agriculture teacher, by the mere nature of his work, will know what the community is expecting of its teachers. He can report such information to his profession, and thus build for the advancement of the whole group. It would be unethical for the vocational agriculture teacher to bargain separately for salary or other benefits which would contribute merely to his own standard of living. He should work for and with the group. It has been said that "the best way to be selfish is to be completely unselfish."

4. *To help other members of our profession make plans and devise methods of implementing their responsibilities to improve the educational services to the children and the adults of the community.* The teaching profession's first job is to help the members of the community to grow. The vocational agriculture teacher's responsibility in this re-

spect does not stop with meeting the obligations of his own department. He has a duty to the whole educational program. Other members of his profession need and should get assistance in improving the educational services of our schools. The vocational agriculture teacher often has greater insights into what services are needed than do some of the other teachers because of the nature of his work.

### Be a Good Example

5. *To help in the solution of the profession's own problems.* If teachers are going to continue to be *wishy-washy* with their problems, if they are going to continue to load their problems onto the administration, if they are going to be indecisive, then the profession will not advance to any notable degree. The teacher of vocational agriculture should understand that the problems of the teaching profession are his problems. He should want to help solve them.

6. *To help foster common aims and a spirit of fellowship among the teachers.* Teachers' meetings should never be held for the mere sake of holding a meeting. To develop common purposes, and to know our fellow teachers more intimately—these should be the prime purposes for such meetings. Teachers cannot play a constant game of "tug of war" and contribute to any great extent to the growth of the child.

7. *To help provide a means by which all the members of the profession in the community may democratically help to form the policies that govern the school system.* Our teaching profession cannot go begging for benefits when it has not earned them. We must make the educators seem indispensable in the community. At the same time, we must be proud enough and aggressive enough to demand those rights which are ours. Helping to form the policies under which we work is a right which is ours. We have been trained for it. We should insist upon getting that right. Teachers cannot hope to have such rights passed to them on a silver platter, however. Boards of education and school administrators want to give the teachers in their communities such benefits, but the teachers must be quick to use them.

### Leadership Needed

8. *To help provide opportunities for self development and the exercise of initiative and leadership.* The teacher of vocational agriculture should grab at the chance of developing his leadership among the members of his own profession. It is the members of our profession who have the most to offer us by way of constructive criticism. We cannot afford to be half-hearted in our attempt to develop ourselves among our professional colleagues.

9. *To help build the prestige of the teacher in the community.* When the vocational agriculture teacher makes a contribution to the prestige of the total profession, he has helped himself. So long as we are called by the name *teacher*, we will only have that prestige which all teachers have in the com-



munity. Time spent in the development of prestige for the teaching profession will help the teacher in the classroom and in the community.

10. *To help stimulate professional improvement, professional initiative, professional enthusiasm and professional spirit.* Just as the teacher must constantly be working at the job of motivating his classes, so the members of our profession must be constantly motivated to do those things which are for their own and the profession's good. We cannot get anything accomplished in our professional organizations with a group of *dead heads*. Teachers must be inspired to do better, or they become lax and the whole profession suffers because of it. I have always been amazed in teachers' meetings at the lack of enthusiasm displayed. Teachers are actually afraid of one another, yet they speak with great authority in their classrooms. The vocational agriculture teacher is usually one of the most aggressive members of the staff. He can help develop some of his spirit in other members of the profession so that we can all advance together.

Should the vocational agriculture teacher be active in his professional

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cation institutions over the country follow the same pattern.

Prospective teachers of vocational agriculture still complete the regular requirements for the B.S.A. degree on the University campus. These include both technical agriculture and professional education courses. During the senior year each must spend one quarter living and working in an approved apprentice center somewhere in the state. For this apprentice experience the University grants 15 quarter hours of degree credit. A resident faculty member devotes his full time to the supervision

organizations? You bet he should! There is a crying need in his organizations for the type of assistance he can give. Naturally he will not get paid in dollars and cents for the extra hours he works for his profession. He wants a better profession, doesn't he? Then, he must do a little missionary work for it.

The accompanying check-list may serve to assist you in determining strengths and shortcomings in your participation as a member of your profession. □

Self Evaluation Score Sheet for Checking Professional Mindedness

Place a check mark in the proper square					
	Regularly	Often	Sometimes	Seldom	Never
Score	4	3	2	1	0
Have I helped to build and sustain the ethical character of the teaching profession?					
Have I helped build quality in the teaching profession?					
Have I helped raise the standard of living for the members of the teaching profession?					
Have I helped other members of my profession make plans and devise methods of improving their responsibilities in the educational services to the children and adults of the community?					
Have I helped in the solution of the profession's own problems?					
Have I helped foster common aims and a spirit of fellowship among teachers?					
Have I helped provide a means by which all the members of the profession in the community may democratically help to form the policies that govern the school system?					
Have I helped provide opportunities for self development and the exercise of initiative and leadership?					
Have I helped to build the prestige of the teacher in my community?					
Have I helped to stimulate professional improvement, professional initiative, professional enthusiasm and professional spirit?					

Total score \_\_\_\_\_

A score of 40 is Excellent, 30 is Good, 20 is Medium and 10 Poor.

of apprentice teaching during this quarter and is provided adequate travel allowance to permit regular visitation.

At the present time the department lists 30 accredited apprentice training centers scattered over the state. Each is under the supervision of an outstanding teacher of agriculture. In addition to his successful experience in teaching, this man has completed graduate work in supervision by way of preparation for his work with these young teachers. Many of these supervising teachers have earned the Master's degree while most of the others are in an advanced stage of their graduate programs. They constitute one of the most respected and professionally skilled groups in the public schools of Georgia.

The centers to which students are assigned for apprentice teaching are distributed geographically over the entire state. Centers are available in each of the major soil regions. Within these soil regions centers are located with regard for the predominant farming types found therein. Whether experience is desired in the valleys of North Georgia or on the plains of South Georgia; whether in the cotton, tobacco or swine growing areas, a good center in a strong school headed by competent leaders is available. Students have always been encouraged to do their apprentice teaching in a soils region and in a farming type area with which they are already familiar. Whenever practicable, students are assigned in pairs so they may assist one another as well as profit from one another's mistakes and accomplishments.

### Wide Experience Is Obtained

During the approximately eleven weeks of the program the apprentice engages in, to the extent considered practical, each of the major problem areas confronting a teacher of agriculture. In each of the 25 years the trainee has gone into a rural community and organized a group of farm people into an adult or evening class. He has taught in organized group meetings and then has followed up his class instruction with individual assistance on the individual farms of the students. Supervising teachers in the departments are proud of the number of requests received directly or indirectly from dirt farmers in various communities over the state for another man "like that young fellow who taught us last year" to be sent to work with them. There is never any question in the mind of one of these graduates as to whether he can or cannot teach adult farmers—he knows because he has done it under typical conditions.

Apprentices are encouraged to collect and organize teaching materials. This is done for the center in which they are working as well as for the first school in which they are likely to work. They are encouraged to participate in professional meetings of all kinds. Their experience in this area has ranged from departmental discussions to local and system-wide faculty meetings and to district and state teacher conferences. Special efforts are made each quarter to

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For special skills, teachers find that - - -

## Professional improvement can be intensive

G. H. SALISBURY, Vo-Ag Instructor, Sidney, N. Y.



G. H. Salisbury

WE went to a city to learn to teach Farming better.

We came there from far afield. We arrived from the mountains of Idaho, the bayous of Mississippi, the plains of Indiana and Illinois, Ohio's fertile plains, the rolling foothills of Penn-

sylvania and New York and New England's verdant valleys.

What was the lodestone drawing us? What caused us to leave family and friends, to give up vacation in order to sweat out a week in hot summer?

We had a "felt need." We wanted to secure better knowledge and skills that we could pass on to our Vo-Ag boys. We sought this information at the fountainhead.

From the last years of the "twenties" to 1960 will see a farm machinery valuation increase of 1000 per cent. With such a tremendous increase in agricultural mechanization, the need for machinery repair is increasingly important. Many machinery breaks can be repaired by welding. Machines can be built on the farm by welding and the life of some new and worn machinery can be extended by welding.

These reasons were enough to draw us to Cleveland, Ohio. There, the Lincoln Electric Company, among the largest in this specialized field, was offering a concentrated course in welding for teachers such as we are.

Some who came were real adept and others, as I, were rank novices. Regardless of background, all of us gained by the experience. Now I know most of the welding answers I will need or I know where I can dig them out. My appreciation of welding and what can be done with it has been extended considerably. I feel that attendance at this school was worth the effort, time and expense.

Lincoln Electric's class for Vo-Ag instructors is limited to twenty. Two men teach. The principal instructor was trained to teach Vo-Ag, had six months practice teaching and went to Lincoln in 1950. The fact he owns and flies two airplanes now, may indicate some emoluments in industry that weaned him from our chosen vocation.

The modest tuition of \$25 for the week is obviously but a token payment. It could not have paid the costs of the course. We each were given books and pamphlets and used handfils of different types of welding rod. The company let

us go through the cafeteria line free each noon and gave a dinner for us one evening in a luxurious dining hall downtown. Did welders ever have bird-like appetites? Well, each of us ate a peck at a time.

My first night in Cleveland I stayed at a motel. However six dollars per night is too much for an agriculture teacher to pay to sleep alone, so I changed to a private home. There, two other men taking the course and I had good rooms at a third the cost.

Evenings were spent studying the printed materials and notes in preparation for the oral or written quiz which came up nearly every morning. That is, we studied except for the night we went to see Cleveland beat New York on the baseball diamond.

It is my understanding, too, that some of the men were so interested in different techniques that they paid out a dollar to watch a big six footer put on a demonstration. This welder had learned the trade during World War II and had maintained a union card ever since. Although in our welding practice we wore high shoes and coveralls and used leather gloves and helmets with protective lens furnished by the company, she used none of these but had developed a weaving motion the men viewed and appreciated but could not duplicate.

All in all, the Lincoln Electric Company's course for Agriculture teachers was interesting, informative and, for those having time, the area was not devoid of after-hours for recreational facilities. □

## 25 Years of - - -

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schedule one or more district or state apprentice conferences attended by apprentices, supervising teachers, principals, supervisors and teacher educators. Emphasis is placed always on the apprentice becoming well acquainted with the district supervisor with whom he probably will work in the future. This is possible because apprentices are assigned wherever practicable to the district in which they are most likely to seek employment after graduation.

### Many Present Leaders Have Served

Pride is taken in the later accomplishment of the men who have served as apprentices or apprentice supervisors, or



Vo-Ag teachers attending special welding school at Lincoln Electric Co. plant, Cleveland, Ohio, July, 1955.

oftentimes both, in this program. They include the President of the University of Georgia, the Associate Director of Experiment Stations of the College of Agriculture, the Dean of the state's junior college of agriculture, administrators in the State Department of Education, leaders in the various agricultural agencies of the state, prominent officials of concerns operating in the field of agriculture and leading school administrators at all levels. They also include the State Director of Vocational Education and the State Supervisor of Agricultural Education and 4 of his assistants. Fortunately many have remained in the teaching field as is demonstrated by one whose training center was the same school to which he reported immediately following graduation almost 25 years ago as the teacher and in which he has worked continuously since.

It is interesting to note that each of the present members of the staff of the Department of Agricultural Education taught his first class in vocational agriculture as an apprentice teacher under the supervision of an experienced supervising teacher. Each in turn later became a supervising teacher of apprentices in his own department of vocational agriculture. Today, they believe they understand and appreciate fully the attitude and the emotional tension with which the young teacher faces his first class. After all, they learned the same way! They know also that after completing a period of apprentice teaching a young man can and should feel secure in accepting a job as a full time teacher of vocational agriculture. His experience gives him every right to be confident of his ability to teach. Most important of all, as Dr. Wheeler would have put it, neither the young man nor the school has to waste a year of valuable time determining whether the man has the ability and the inclination to teach. □

Acreage harvested per agricultural worker in the U. S. increased from nearly 21 in 1880, to 35 in 1940 and to nearly 47 in 1950, a new report of the Twentieth Century Fund says. By 1960 it will probably be up to 56 acres per worker.

## Rewarding professional accomplishment and improvement

### The formulation of a plan for reimbursing local school boards in Arkansas for salaries and expenses of teachers in vocational agriculture\*

JARRELL D. GRAY, Teacher Education, Texas A & M College



Jarrell D. Gray

ONE of the significant features of legislation for vocational education has been the Federal-State relationship relevant to financing programs in vocational education of less than college grade. In recent years it seems there has been much concern regarding plans for reimbursing State and Federal funds to local school boards for paying a part of salaries and expenses of teachers of vocational agriculture.

The major purpose of this study has been to design a plan that will reimburse local school boards with State and Federal funds in proportion to the kind and extent of work accomplished by teachers of vocational agriculture.

#### Sources of Data

Data were secured from the office of the State supervisor of vocational education in agriculture in Arkansas and used in tracing the development of reimbursement plans which have been used in the State. These data were obtained also for the purpose of arriving at factors that might be used in formulating a plan of reimbursing State and Federal funds to local school boards for a part of the salaries and expenses of teachers of vocational agriculture.

A letter was sent to each State supervisor of vocational agricultural education in the several States of the United States requesting data concerning the plans used in distributing State and Federal funds to local school districts for paying a part of the salaries and expenses of teachers of vocational agriculture. Significant features of these plans were considered in arriving at factors to be used in developing an information blank to be used in obtaining the opinions of workers in vocational education in agriculture relevant to desirable factors in a reimbursement plan. This information blank was sent to all teachers of vocational agriculture in Arkansas and to head teacher trainers in the Southern Region of the United States. The head teacher trainers and the teachers were instructed to check those factors which, in their opinion, would stimulate teachers of vocational agriculture to perform well those activities that are of major importance in conducting satisfactory programs of vocational education in agriculture. They were also instructed to check those factors which,

in their opinion, would provide reimbursement to local school boards in proportion to the kind and extent of the work accomplished by teachers of vocational agriculture. Further, they were instructed to rank the factors according to order of importance in a reimbursement plan.

From the compilation of responses of teachers and head teacher trainers, factors were selected that were ranked one through six inclusively by 60 per cent or more of those returning usable information blanks. This list of factors was then submitted to State supervisors in the Southern Region. This group was asked to offer their opinions concerning factors previously selected that should be included in a reimbursement plan. They were also asked to indicate a percentage value and the most important item determining the method of allocating funds for each of the factors that should be included in such a plan. From these data factors were selected which were agreed upon by 75 per cent or more of the State supervisors who returned information blanks. These factors were used in formulating the final reimbursement plan.

#### Findings

The State Board for Vocational Education in Arkansas has followed essentially two plans of reimbursing school boards with State and Federal funds for a part of the salaries and expenses of teachers of vocational agriculture. The first method was one in which school boards were reimbursed for all or a portion of the salaries of teachers. The second basic plan of reimbursement was instituted in 1946-47. According to this plan, reimbursement was determined by the factors of professional training, experience as a teacher of vocational agriculture, adult education classes, and travel and conference expenses. The factors, however, did not operate entirely according to plan since local school boards received funds for adult education and travel regardless of the number of out-of-school classes and the number of miles traveled.

#### Wide Variation of Practice

There was wide variation among the forty-seven States as to the method of distributing State and Federal aid. There was also a wide range in the frequency with which certain factors were used in the reimbursement plans. The number of States using various factors was as follows: travel, thirty-four; out-of-school classes, twenty-eight; all-day classes, eighteen; professional training, eight; a methodology percentage, five; experience, five; enrollment, three; Future Farmers of America, two; evalua-

tion of the vocational agriculture department, two; farm mechanics, one; size of school district, one; and supervised farming program, one State.

Since it was desirable to arrive at factors considered to be more important by teachers in Arkansas and head teacher trainers in the Southern Region, this group was asked to offer opinions concerning factors that should be included in a reimbursement plan. Six factors were ranked first through sixth by 60 per cent or more of the respondents as being desirable to consider in a reimbursement plan. These were all-day classes, experience, professional training, out-of-school classes, travel, and supervised farming program.

A list consisting of six factors was then submitted to State supervisors of the Southern Region, who acted as a validating jury, to obtain their opinions concerning factors that were desirable to include in a reimbursement plan. Also, they were asked to indicate a percentage value and items for determining the method of distributing funds to local school boards for each of the factors included in a reimbursement plan.

#### The Recommendations

Four factors were agreed upon by 75 per cent or more of the jury of State supervisors as being desirable to include in a reimbursement plan. The factors, the percentage value of each, and the item determining the method of allocating funds for each factor were as follows: all-day classes, 46.2 per cent, according to the amount of time spent in teaching; out-of-school classes, 28.1 per cent, according to number of classes taught; travel, 13.7 per cent, according to the number of miles traveled; and experience, 12.0 per cent, according to increases by years for a maximum of thirteen years.

It was suggested that a satisfactory plan of reimbursement should be based on either of two alternatives. One alternative was a reimbursement plan based on a specified total amount of money for vocational education in agriculture. The other alternative was a reimbursement plan based on a salary schedule that varies according to activities in which the teacher engages.

The application of factors selected by the jury of State supervisors was used in illustrating two alternative plans of reimbursing with State and Federal funds. Plan A was based on the total amount of State and Federal funds available during the 1953-54 school year. Data relevant to the programs of vocational agriculture in Arkansas were used in illustrating this plan.

Plan B was based on the national average salary of \$4,349 for teachers of vocational agriculture during 1953-54. Data relevant to the programs of vocational agriculture in Arkansas also were used in illustrating this plan.

According to data procured in this study a plan for reimbursing local school boards in Arkansas from State and Federal funds should be based upon the factors of time spent teaching all-day

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\*Based on a doctoral dissertation, University of Arkansas, 1955.



# Is good teaching method enough?

## There are other directions of improvement

CELESTINO P. HABITO, Teacher Education, Central Luzon Ag. Col., Nueva Ecija, Philippines



Celestino P. Habito

EVERY conscientious teacher who believes that the remuneration he gets from his job is very much more than what his pay envelope contains strives more and more toward effective teaching. He feels dissatisfied with himself whenever he realizes that he has

not satisfactorily attained his objective of helping his students develop such desired changes in behavior as better attitudes and appreciations, better ways of doing things, and the ability to solve his daily problems through better thinking and utilization of information acquired.

Vocational education in agriculture in the elementary and secondary levels in the Philippines has resulted in changes in behavior among the learners that are still very far from what may be considered truly satisfactory. An analysis of conditions obtaining and a subsequent objective evaluation will bring to light several causes, the most outstanding of which are: (1) the inadequate preparation of the greater majority of the teachers of agriculture; (2) the use of academic methods of instruction on vocational courses, and; (3) the lack of the proper development of the traits and attitudes that go together in the synthesis of a truly desirable teaching personality. These three causes of ineffective teaching of agriculture below college level are apparently interrelated.

### Method Is Important

Several measures designed for making the teaching of agriculture in the elementary and secondary levels more effective have been resorted to. A number of agricultural schools have been authorized to offer teacher-training courses. Since 1951, three state institutions led by the Central Luzon Agricultural College have been created primarily to bolster the program of developing the needed teachers, adequately trained in teaching agriculture below college level. Since the summer of 1948, professional courses designed to give in-service training to teachers of vocational agriculture have been offered in the former Central Luzon Agricultural School. Hundreds of teachers have since then taken advantage of the facilities and opportunity made available to them to improve their usefulness through these summer institute offerings. Some have come back consecutively for as many as four summers, showing the apparent appreciation by the teachers themselves of the advanced training they do obtain.

Teachers who come to the summer classes invariably realize that one of the important things that they get from the

summer institute is the development of a clearer understanding of, and the ability to use, better methods of teaching vocational agriculture which are quite different from the academic methods they have been used to. If the "summerians" do return to their stations equipped with newly-developed abilities and newly-acquired understandings and appreciations of the better methods of teaching vocational agriculture, then the day may not be distant when, among the well-trained graduates of all the country's teacher-training institutions, the objectives of vocational agricultural education may be attained with some measure of success.

### A Teaching Personality

Lest we lose sight of a few essentials in our emphasis and enthusiasm for the newer methods, let us also give our attention to an important factor that contributes significantly to a more effective teaching of vocational agriculture.

An effective teacher of agriculture is not a mere impartor of knowledge and a demonstrator of skills. He used to be regarded as such. But now, to be regarded as an effective and successful teacher, he must be much more than that. A mastery of the subject matter and the possession of information about the better methods of teaching may not necessarily result in effective teaching. He should, in addition, develop a teaching personality that inspires the genuine respect and develops the confidence and affection of his students if he is to be the truly effective guide of the learning process that he aims to be.

It is well for every teacher to keep constantly in mind that all true learnings come about only through the self-activity of the learner, and that the teacher's role is as a director of the learning process who guides the activities of the learners rather than imparts subject matter. The amount and quality of learnings that the learner gets from each learning-teaching situation depends primarily upon the effort *he himself* exerts. Through the interaction of his activities with the activities that surround him, he develops new feelings, acquires new knowledge, and develops new abilities and skills that in their entirety result in the desired change in behavior. The effort that the learner exerts, however, depends to a great extent upon the atmosphere that surrounds every learning-teaching situation. And this atmosphere, which ought to be the most pleasant and conducive to the promotion of the learning process is primarily dependent, in turn, upon teacher-pupil relationship which is definitely the resultant of the interaction between the teacher's and the pupils' personalities.

### The Teacher Inspires

The teacher should, therefore, develop such a combination of traits and attitudes

that would in their entirety produce a pleasing personality capable of arousing and maintaining such learner interest as is necessary to inspire every student to utilize his capabilities, both native and acquired, to the maximum extent in every learning activity he engages in.

Among the essential traits that a teacher of vocational agriculture ought to possess may be mentioned the following:

1. A genuine interest and liking for the work of teaching agriculture.
2. Love for, and understanding of the psychological patterns of boys and young men.
3. Kindness and sincere sympathy.
4. Fairness and an abiding sense of justice.
5. A good sense of humor.
6. Industry and studious habits and attitude.
7. Ability to speak and write clearly in simple but forceful language.
8. Rural-mindedness.
9. Personal discipline and moral character worthy of emulation.
10. A democratic attitude.

Upon the effectiveness of teaching primarily depends the overall success of the vocational education program in agriculture. But effective teaching can only be delivered by the teacher who possesses a full understanding and appreciation of, as well as the ability to utilize the appropriate methods of teaching vocational agriculture *plus* a pleasing and inspiring personality that may lead many a Vo-Ag student to idolize his teacher and in not a few instances to inspire the student to follow after his footsteps. □

## Rewarding Professional - - -

(Continued from page 187)

classes, number of out-of-school classes conducted, number of miles traveled, and number of years of teaching experience. These factors may be applied to a total amount of State and Federal funds available to local school boards or to a salary schedule for a teacher of vocational agriculture.

### Conclusions

To the extent that the facts and opinions expressed were accurate, the following conclusions seem justified.

The reimbursement plans used by different States for paying a part of the salaries and expenses of teachers of vocational agriculture contain a variety of features and are based upon numerous factors and conditions.

In general, the State board for Vocational Education in Arkansas has followed two reimbursement plans, neither of which seems to have been generally accepted as satisfactory.

There was general agreement among teachers of vocational agriculture in Arkansas and head teacher trainers in the Southern Region of the United States as to selection of factors to include in a reimbursement plan.

In general, State supervisors tend to agree on the major factors that should

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Needed professional improvement is obtained through - - -

## A farm mechanics workshop

M. K. LUTHER, Regional Supervisor, California



M. K. Luther

THE Farm Mechanics Work Shop for teachers was in full swing. A Vo-Ag teacher had just finished demonstrating how to line up a trailer hitch. Criticisms on his methods and techniques were in order.

"It was good but he didn't follow up. He should

have had some of us repeat the steps."

"I thought I knew how, but he showed me a couple of new wrinkles."

"He started in too soon—not enough motivation for the average student."

"There were some good points: he knew his job, he kept interest alive by questions, and he gave his steps in logical order."

This is just a brief sample of the type of professional improvement and skills work that covered 30 hours of class and shop activities, and extended from Monday through Friday, during one of the mid-summer weeks at a high school in southern California.

The course, which was held for the second time this last August, gave college credit of 1½ quarter units through California State Polytechnic College. There is little expense for the teachers enrolling since the organization of this extension course and the conduct of the daily class and shop work are handled by the Regional Supervisor of Agricultural Education.

Permission is requested of a centrally-located school to hold the course. Classroom and shop facilities must be better than average. In 1954 the course was held in the El Cajon High School, whose agricultural unit is one of the very finest in the State. In 1955 it was held at Redlands, California, where, besides a fine classroom and adequate shop, sleeping and shower accommodations were furnished by courtesy of the Redlands High School.

Eighteen hours of shop activities and eighteen hours of class work served to cover the course of study laid out.

### Example of Class Procedure

To emphasize the value of organization and standardization of procedures, the class is organized as you would a high school class. Roll is taken by a member twice each day. There is a shop clean-up man, a tool man responsible for directing these activities, and one man serves the entire week as "The Whistler." With few exceptions he stops class discussion or shop work by a whistle on the hour and whistles the members back on the job at the end of 10 minutes.

Class discussions and shop activities alternate. Shifts are usually made on the

hour, and no longer than an hour and a half is ever allowed for one session unless a guest instructor, or speaker, is in charge.

It will be noted by a glance over the course of study which follows that major objectives for the week's course cover professional policies, philosophy and teaching techniques, and organization. Shop skills and abilities are secondary, and largely the result of demonstration work by the individual class members.

### General Content of Work Shop

1. Maintaining Objectives and Principles of Farm Mechanics.
  - a. Affect on farm mechanics in view of industrialization of rural areas.
  - b. Applying objectives to every-day problems such as—power tools to use, type of jobs to build, ultimate plans of the boy in local community.
2. Farm Mechanics Procedures and Methods, including:
  - a. The one type of farm survey of value in farm mechanics.
  - b. The development of "shop citizenship" as a major first-semester objective.
  - c. How we get worth-while jobs.
  - d. Policies on handling shop safety.
  - e. Standard procedures on opening and closing a shop session.
  - f. Work loads and foreman duties.
  - g. Developing standards of workmanship.
  - h. Value of farm mechanics at the Fair.
  - i. Financing and financial records.
3. Physical Organization of the Farm Shop.
  - a. A check list on farm shop facilities.
  - b. The layout of farm shops (flannel board).
  - c. Rearrangement of a typical shop (flannel board).
4. Getting your Administrator and School Board acquainted with Farm Mechanics.
  - a. Farm Mechanics as another Ag course.
  - b. Special characteristics and needs.
5. Shop Demonstrations by Members.
  - a. Demonstration of "interest getters" by instructor.
  - b. Safety demonstrations on saw, grindstone, drill and torch.
  - c. Layout of a foundation.
  - d. Wiring a 3-way switch.
  - e. Remove handle from shovel.
  - f. Replace handle in hammer or shovel.
  - g. Demonstrate spark tests for metals.
  - h. Repair mowing machine sickle bar and sickle.
  - i. Use of shearing and slitting chisels.
  - j. Use of new plastic paints.

- k. Adjust trailer wheels and hitch.
- l. Adjust tractor clutch, magneto, hydraulic hitch.
- m. Reeving a block and tackle.
- n. Cutting a common rafter.
6. Special guests.
  - a. One-half day on new tractor adjustments and hitches by a local machinery company representative.
  - b. Two-hour discussion of financing for the farm shop by a county school business consultant.

### Devices and Methods Used

A 3' x 6' flannel board was used to focus attention on such items as the shop layout. Using a scale of ½" to 1', cotton yarn showed the outline of a typical shop. Cut-outs of tools, benches, and movable equipment were used to give effective guidance to discussions on shop layout.

Each instructor in the course was notified ahead of time to prepare one of the demonstrations listed. They furnished their own needs and were subject to rather critical evaluations of the class after completing the 20-40 minute demonstration. Motivation, maintenance of interest, and "follow-up" were emphasized.

Even though each teacher enrolled was an experienced shop and Ag teacher, none failed to remark on the many techniques, skills and "tricks of the trade" learned from watching each other demonstrate. Gaining skills in such jobs as welding was not the basic need of these teachers, but methods of application of these skills and techniques of teaching to farmers and students took up much class time.

Such an extension course is not unusual in its scope or difficult to conduct. Some careful planning and organization is essential, and the desire for professional upgrading in farm mechanics on the part of the teachers enrolled is a fundamental need if such a course is to be successful, as this one seemed to be. □

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be considered in a plan of reimbursing State and Federal funds.

It seems that any satisfactory plan of reimbursement should be predicated either on a specified total amount of State and Federal funds or on a salary schedule based on the kind and extent of work accomplished by teachers of vocational agriculture.

If a reimbursement plan is applied to a specified amount of funds, some agency such as the General Assembly or the State Board for Vocational Education must specify in advance the total amount of State money that will be available for paying salaries and expenses of teachers of vocational agriculture.

If the reimbursement plan is applied to an average salary, some agency must define an average salary and agree on increments for performance above and below average. This study suggests that data for previous fiscal years might well be used for this purpose. □

## Use an advisory council early

### A first-year teacher got immediate help

WALTER TAYLOR, Vo-Ag Instructor, Center, Colorado



Walter J. Taylor

YES, I'm a first-year teacher at Center, but it didn't take me very long to agree with my superintendent that the previous advisory council should be reactivated and utilized. A group of local men had been appointed once upon a time, but evidently they had not functioned

properly as an advisory council.

Our first meeting allowed me to get further acquainted with the men who were to advise me. I had explained the Vo-Ag program to several men during my on-the-farm visitations; nevertheless, we used the first meeting to refresh their minds. We organized, and then later we set up and adopted a constitution and by-laws, and laid out a yearly program of work. I have helped the men to conduct each of their advisory council meetings. This group of interested farmers and businessmen have helped me in many ways. First, the council has helped me with much of the responsibility for making decisions in this community where the type of farming is quite different from other sections of Colorado. When this was written we were in the process of evaluating the present course of study and out of our discussion I feel certain the council will make recommendations which will result in an improved course of study—one that will be integrated with the overall program of vocational agricultural education in the community. With the help of the council I am endeavoring to make my teaching fit the needs of this community.

This group of men has helped the FFA Chapter to rent a plot of ground. We planted ten acres of Moravian barley, both as a Chapter money-making activity and as a situation in which to teach cooperation. One of the council members is an implement dealer and is very cooperative about letting the Chapter use his equipment to get our land prepared and the barley planted. The advisory council is also assisting the Chapter to make a large sheep-spraying machine by having one member help in drawing plans for the project. This type of machine is really needed in this sheep-raising community.

The council has helped our Chapter locate and obtain livestock in order that the boys can carry livestock projects along with their crop enterprises. Several good sires have been purchased for our sheep and swine chain programs through these interested and cooperative men. Furthermore, they have already seen the real need and advantage of our Chapter owning a pickup truck and steps are being taken to procure such a vehicle.

The advisory council has helped my department tremendously in building a better vocational agriculture program in this community. They are already talking and planning for adult education in agriculture to start next fall — a goal I would have found very difficult to reach alone.

One word of caution, however, is in order for the teacher who contemplates working with an advisory council. The teacher must help the council to plan

regular meetings and to direct their activities toward the improvement of vocational agriculture in the community. He can help them feel the satisfaction of contributing to the development of rural leaders for tomorrow. □



Be sure that your Council has something to do. Their willingness to work may surprise you.

## News and Views of the Profession

### Peterson to Japan

During the first six months of 1956 Dr. Milo J. Peterson, Head of the Department of Agricultural Education, University of Minnesota, will lecture and conduct research in twelve universities in Japan. His work will contribute to an integrated program of improving the training of professional Japanese workers in Agriculture Education.

As a special consultant to the United States Army, Peterson has worked with representatives of 12 Japanese universities in developing teacher education programs since 1952. His study and lecture program will take him to each of the 12 institutions in which advanced programs have already been established. Chiba University in Central Hanshu will be his headquarters.

Dr. Peterson will travel to Japan on the S.S. President Cleveland, accompanied by his wife and four children. He is presently on sabbatical leave from the University of Minnesota. □

him to State Teachers Colleges at Conway, Ark., and Springfield, Mo., and to Rutgers University where he served as professor of Agricultural Education and assistant supervisor of agriculture for New Jersey.

In addition to serving as head of teacher training in Agricultural Education at the University of Connecticut, Dr. Gentry became dean of the University and professor of Education. He served in such capacities over a period of 30 years prior to his retirement five years ago. Twice he was made acting president of the University to serve in interims between appointments of a president.

All persons who were privileged to know C. B. Gentry through associations in agricultural education respected and valued his wise counsel and leadership. □

### Student Teacher Conference

The fourth annual conference of Student Teachers in Agricultural Education was held in Kansas City in conjunction with the National FFA Convention, October 12, 1955. One hundred and forty-six student teachers attended representing 23 training institutions. In addition, 27 teacher trainers, six teachers of vocational agriculture and eight visitors were in attendance, several of whom participated in the program. Conference chairman was Dr. J. N. Weiss, University of Illinois. Jack Ruch, University of Wyoming, served as general secretary. □

We have gouged and misused our land until now almost one-fifth of our crop and grazing lands have been badly damaged by soil washing and blowing, says a new report of the Twentieth Century Fund.

### Charles B. Gentry

His many friends in agricultural education have been saddened by the loss of Dr. C. B. Gentry of Connecticut who died from a heart attack on November 26 at the age of 71.

Dr. Gentry was one of the early teachers in Agricultural Education. A native of Drexel, Missouri, he took over the management of the family farm while going to high school. After graduation he began his teaching career in a rural school in that State. He attended the University of Missouri, the University of Chicago and Cornell University, where he received a Master's degree in Agriculture. His teaching career took



## BOOK REVIEWS

**THE AGRICULTURAL REGIONS OF THE UNITED STATES**, by Haystead and Fite, illustrated, pp. 288, published by the University of Oklahoma Press, Norman, Oklahoma. Price: \$4.00.

This is a very readable story of American agriculture as it exists today with enough of the early history included to add flavor and spice to the book from beginning to end. The authors begin by describing agriculture in the United States in a very general way. The tremendous diversity of farming enterprises is emphasized in order to clear the reader's mind of what the authors call "The Nonexistent 'Typical' American Farm."

From the presentation of a very general picture of American agriculture, the authors turned to a more detailed discussion of the farm scene by smaller geographic and economic areas. Included in these areas are the New England Area, the Middle Atlantic States, Delmarva, the Middle South, the Deep South, the Corn-Soy Belt, Dairyland, the American Granary, the Southwest, the Rocky Mountain States, and the Western Slope.

Throughout their writings, the authors have left a feeling of the changeableness of the American agricultural scene—changes brought about by the many forces affecting agriculture. More importantly, the authors have pointed out that most farmers are farmers because they want to be in spite of the many hazards to be faced. There is also, of course, the functional value of the book to be considered. The information about land values, agricultural trends, markets, income, new techniques and machinery, and current problems is both interesting and useful.

Ladd Haystead is agricultural counselor for the American Petroleum Institute. Gilbert Fite is professor of history in the University of Oklahoma.

—A.H.K.



The Worland, Wyoming, Advisory Council really went to work in bringing about better facilities for the Vo-Ag department.

## ....Tips that work....

### Las Animas FFA Develops Fire Drills

A class in vocational agriculture is in session and everything is operating smoothly when, suddenly, the instructor comments "there's a fire in the paint room." After a time lapse of about 45 seconds the vocational agriculture building is completely cleared of any inflammable liquids, all windows and doors are closed, all electricity is turned off, certain students are manning Fire extinguishers and other fire prevention procedures are followed through completely.



A fire-drill in the Farm Shop Vo-Ag students in the Las Animas, Colo., department carry out their assigned duties.

This all just "didn't happen" but started two years ago during an FFA meeting when one of the members commented about our predicament if a fire should break out in the vocational agriculture building. This prompted study of fire extinguishing methods and development of a fire drill for each class in vocational agriculture. During the training session the beginning of each school year, members are instructed how to handle fire extinguishers and are actually given the opportunity to extinguish a fire in a pan or bucket with the fire fighting equipment in the Agriculture building.

Much enthusiasm and competition between classes is developed, timing and teamwork is emphasized until the complete drill can be accomplished within a minimum of 30 seconds. This, of course, does not include removal within a matter of seconds in event of "the real thing."

At least two boys are assigned to each station. When the "FIRE" signal is sounded certain boys call the fire department, others man the fire ex-

tinguishers, close the windows and cut the electric master switches. Every student does his assigned task in removing from the building the arc and acetylene welders, the tools in portable chests, air compressor, blow-torches, power equipment, FFA pickup and machinery, power saw, electric grinders, and press drill. While this is happening students are "securing" and closing off the paint and storage rooms.

The occasion has already arisen to justify the need of such training and practice. Two members working on a tractor had removed the front assembly and cleaned it. Using the acetylene welder on the broken part caused a fire of the refuse scraped off during the cleaning of the assembly. The refuse ignited and the fire spread rapidly over the floor. Two fire extinguishers were used and all equipment was evacuated from the vocational agriculture building. The training, precautions, and carrying out of the drill certainly did prevent any great possibility of losing our building.

Approximately two and a half class periods of total instruction and practice seems to be required to fully impress and develop this type of safety program so it can be carried out effectively.

DUANE HENDERSON,  
Vo-Ag Instructor,  
Las Animas, Colo.

### Advisory Councils Are Useful

Pictured below is the Advisory Council of Roy D. Lowe, Vo-Ag instructor of Worland, Wyoming. This Council has been instrumental in planning, promoting and guiding to success the building of new facilities for the Worland agricultural department at an approximate cost of \$100,000.00. The building is a modern brick structure containing two large classrooms, supply rooms, a dressing room, office and farm shop. The shop is 100 feet long and 54 feet wide. The total overall measurement of the structure is 54 feet by 142 feet.

Another accomplishment of the Advisory Council was the planning and promoting of an outdoor stock feeding yard which contains sixteen feeding pens, all with running water and electricity. This group has been very helpful in an advisory capacity and has worked closely with the Agriculture Department and the County High School Board of Education.

Advisory Councils can be useful to you in your professional improvement program in many ways if you will only indicate to them the opportunities for service.

ROY D. LOWE  
Vo-Ag Instructor  
Worland, Wyoming

*What the automatic drive is to the auto, unified dues are to our professional organizations.*

# Stories In Pictures

C. B. Jeter, (right) Area Supervisor of Vocational Agriculture in Virginia, presents to E. L. Morse, retiring President of the Agricultural Teachers Association a plaque for distinguished service rendered as president, 1953-55. This presentation was made at the annual banquet of teachers of vocational agriculture. This represents a highly commendable manner of recognizing professional achievement.



E. O. Bolander, center, was a visitor to the Yale Department of Vocational Agriculture at Yale, Michigan. Mr. Bolander and Dr. Ralph J. Woodin visited two multiple-teacher departments in Michigan to secure suggestions for the organization of more such departments in Ohio. Left to right are: Paul S. Wollam, Head Teacher of Vocational Agriculture; Thomas Kerry, District Supervisor of Vocational Agriculture in Michigan; Mr. Bolander; Gordon Williams, Superintendent, Yale High School; Mr. Young and William Greenan, Teachers of Vocational Agriculture at Yale.



A group of Summer Session students at Colorado A and M College on a trip to the farm of an American Farmer. The class spent the entire afternoon studying the practices of crop rotation, irrigation systems, feeding operations, etc., as now being carried on as products of the young man's training program. This provided an ideal situation in helping teachers and prospective teachers obtain new ideas, "crystallize" subject matter into reality, and otherwise learn about self-improvement as a means to better teaching. (Photo by Wm. Paul G.)

The National FFA Band of 119 members from 41 states leads the American Royal parade through the streets of Kansas City during the 1955 FFA Convention. The band was directed by Henry S. Brunner, head of the Department of Agricultural Education, Pennsylvania State University.

Students and faculty relax at a watermelon "feed" during the 1955 Summer session on the campus of the University of California at Davis. Approximately 60 Vo-Ag teachers and County Agents enrolled in different courses and seminars. This meeting was one of several sponsored by the University so that students and faculty could become better acquainted.



